Answers to Activities

Please note that answers to some of the online activities will vary from student to student, and as such are not provided below. Answers to closed-answer questions, or questions with little scope for variation, are provided in this document.

Chapter 5: Academic reading

Task 2

2.1

Reading	Type of publication
Gudykunst, W., & Kim. Y.Y. (Eds.). (1992). *Readings on communicating with strangers*. New York: McGraw-Hill.	Edited collection
Hodgetts, R., Luthans, F., & Doh, J. (2005). *International management culture, strategy and behavior* (6th ed.). Boston: McGraw-Hill.	Book
Barna, L. A. (1997). Stumbling blocks in intercultural communication. In L. Samovar & R. Porter, R. (Eds.). *Intercultural communication: A reader* (8th ed.). Belmont: Wadsworth Publishing.	Article in an edited collection
Bjorkman, I., & Schaap, A. (1994). Outsiders in the Middle Kingdom: Expatriate managers in Chinese-Western joint ventures. *European Journal of Management, 12*(2), 147–153.	Journal article
Faure, G. (2000). Negotiations to set up joint ventures in China. *International Negotiation*, *5*(1).	Journal article
Harris, H & Kumra, S. (2000). International manager development: Cross-cultural training in highly diverse environments, *Journal of Management Development*; *19*(7).	Journal article
Chen, G. M., & Chung, J. (1994). The 'Five Asian Dragons': Management behaviours and organisational communication'. *Communication Quarterly*. Spring 1994, 93–105.	Journal article

2.2 Which of the readings in Text 1 would you expect to include in:

- **a general overview of the important issues in intercultural communication:**

  Hodgetts, R., Luthans, F., & Doh, J. (2005). *International management culture, strategy and behavior* (6th ed.). Boston: McGraw-Hill.

  Gudykunst, W., & Kim. Y.Y. (Eds.). (1992). *Readings on communicating with strangers*. New York: McGraw-Hill.

- **a discussion of the management styles most common in East Asia:**

  Barna, L. A. (1997). Stumbling blocks in intercultural communication. In L. Samovar & R. Porter, R. (Eds.). *Intercultural communication: A reader* (8th ed.). Belmont: Wadsworth Publishing.

- **a discussion of the problems faced by Western managers in China:**

Chen, G. M., & Chung, J. (1994). The 'Five Asian Dragons': Management behaviours and organisational communication'. *Communication Quarterly*. Spring 1994, 93–105.

Bjorkman, I., & Schaap, A. (1994). Outsiders in the Middle Kingdom: Expatriate managers in Chinese-Western joint ventures. *European Journal of Management*, *12*(2), 147–153.

- **a discussion of different approaches to the training of managers in effective intercultural communication:**

Harris, H & Kumra, S. (2000). International manager development: Cross-cultural training in highly diverse environments, *Journal of Management Development*; *19*(7).

Task 3

Part 1: chapters 1 and 5. These are articles dealing with the central concepts of intercultural communication, and so are relevant to the first part of the assignment: 'What is intercultural communication?'

Part 2: chapters 6, 9 and 11. These chapters examine business practice, and so are likely to be relevant to the second question in the assignment. These chapters relate to the second question in the assignment.

Other chapters would be useful, especially all chapters in part 1 and chapters 7, 10, 13 and 14.

Chapter 8: Opinions, position and bias

Task 1

Text 1 presents a position. It refers to studies that support the position, and shows why a study that does not support the position is not valid. This establishes the text as logical and rational. In addition, reference to studies that support the author's position allows the reader to check that the studies are properly conducted and that the author has correctly identified their findings. The text uses 'I' to take responsibility for the position being presented.

Text 2 presents an opinion. The author uses personal experience to support his or her opinion. This experience is not verifiable—we can't check it—and in addition involves only a very few people, not enough to draw conclusions from. The other 'evidence' cited by the author is not verifiable—we also don't know where it comes from.

- When the author does cite a published study, she or he doesn't mention the fact that the study has been discredited and withdrawn from publication.
- This author also uses 'I', but to present an opinion ('I think') rather than to take responsibility for the argument.
- This text shows evidence of bias in that it cherrypicks the evidence, ignoring most and citing only the article that supports the author's opinion.

Chapter 9: Critical thinking, problem solving and description

Task 1

1. Three questions: first descriptive; second and third analytic
2. Three questions: first and second descriptive; third analytic
3. Two questions: both analytic
4. One question: analytic
5. Two questions: first descriptive; second analytic
6. Three questions: first descriptive; second and third analytic
7. One question: descriptive
8. Three questions: descriptive
9. One question involving three sections, each of which involves four aspects: analytic
10. One question: descriptive
11. One question: analytic
12. Two questions: first descriptive; second analytic
13. Two questions: both analytic
14. One question: analytic

Task 2

Text 1 is analytic:

- The first paragraph presents a critical analysis of the situation by pointing out that radiation from mobile phones is not the only possible cause of brain tumours. In paragraph 3, the writer evaluates Smith's study, pointing out that the association between mobile phone use and the occurrence of brain tumours was weak. The writer also suggests another reason for the association, recall bias.

Text 2 is descriptive:

- The writer summarises the findings of two studies, but does not attempt to discuss these findings or to suggest alternative explanations for them.

Task 3

Text 3 is descriptive. It summarises the findings of each study in turn, but does not compare them or group together studies with similar findings.

The question of whether children are better than adults in learning a second language has attracted a good deal of attention in recent decades. Snow and Hoefnagel-Hohle (1978) <u>found </u>that adults were better than children in learning Dutch after a year of exposure to the language. Krashen, Long and Scarcella (1979) <u>reviewed</u> 23 studies of second language learning and <u>concluded</u> that while adults might learn more quickly in the short run, over a longer period of time children outperformed adults. Long (1990) <u>stated</u> that while adults learned more quickly than children in the first year of study, children were better learners overall. Aoyama et al. (2008) also <u>indicated</u> that children learn better than adults in the long term.

Text 4 is analytical. It refers to the same studies as Text 18, but it compares them, indicating studies that have similar findings and comparing these with studies that have different findings.

The question of whether children are better than adults in learning a second language has attracted a good deal of attention in recent decades. Snow and Hoefnagel-Hohle (1978) found that adults were better than children in learning Dutch after a year of exposure to the language. This result was challenged, however, in an article by Krashen, Long and Scarcella (1979) who reviewed 23 studies of second language learning and concluded that while adults might learn more quickly in the short run, over a longer period of time children outperformed adults. Long (1990) carried out a similar review and echoed these findings, stating that the adult advantage disappeared after about one year. More recently, Aoyama et al. (2008) made similar findings.

Chapter 10: Sources of academic knowledge

Task 2

- Source 1 is an official institutional website. It passes the authority test. However, it is aimed at a popular rather than an academic audience, so you would need to use this in conjunction with more academically oriented sources.
- Source 2 is a popular website, so it doesn't pass the audience test. The nature of the organisation is not clear, so it does not pass the authority test. If you wanted to use the statistics it presents, you would have to find a more authoritative site.
- Source 3 is an academic article published in a peer-reviewed academic journal. It passes all five tests.
- Source 4 is from a newspaper. It doesn't pass the authority or the audience tests.
- Source 5 is the website of a firm of lawyers. It fails the objectivity test as well as the authority test.

Chapter 11: Voices in academic texts

Task 1

Text 1:

Sentences 1–4: Writer's voice

Sentences 5–6: Direct voice of Edward and Mildred Hall

Sentence 7: Indirect voice of Barnlund

Text 2:

Sentence 1: External voices of Barton & Tomasello; Hoff-Ginsberg; Pine

Sentence 2: External voice of Pine

Sentence 3: External voice of Hoff-Ginsberg

Sentence 4: External voices of Oshima-Takane et al; Dunn & Shatz; Pine

Text 3:

Sentences 1–3: Writer's voice

Sentence 4: External voice of Levitt

Sentences 5–7: Writer's voice

Sentence 8: Direct voice of Smith

Text 4:

Sentence (a): Writer's voice

Sentence (b): External voice of French & Walters

Sentence (c): Writer's voice:

Sentence (d): Direct voice of Curtin

Task 2

B

Direct voice: Carter (2001) makes the worrying claim that 'about a third of all adults in the world use tobacco' (p. 32).

Indirect voice: Carter (2001) claims that around one-third of all adults smoke. External voice: Internationally, about one-third of adults smoke (Carter, 2001).

C

Direct voice: Dale (2003) claims that 'Each cigarette smoked cuts average life expectancy by 7 minutes' (p. 78).

Indirect voice: Dale (2003) claims that 50% of lifetime smokers die of tobacco-related diseases and that smoking one cigarette reduces a smoker's average life expectancy by 7 minutes.

External voice: Fifty per cent of lifetime smokers die of tobacco-related diseases; in fact, smoking one cigarette reduces a smoker's average life expectancy by 7 minutes (Dale, 2003).

D

Direct voice: Wells and Price (2002) state 'Smoking causes 90% of all lung cancers, 75% of chronic bronchitis and emphysema and 25% of blood-related heart disease' (p. 23).

Indirect voice: Wells and Price (2002) state that smoking is closely associated with a range of diseases, including 90% of lung cancers, 75% of emphysema and chronic bronchitis and 25% of blood-related heart disease.

External voice: Smoking is closely associated with a number of serious diseases, including 90% of lung cancers, 75% of emphysema and chronic bronchitis and 25% of blood-related heart disease (Wells & Price, 2002).

Chapter 12: Expressing your own voice

Task 1

a   Acceptable. The voice of Trompenaars and Hampden Turner is identified and the reader is frequently reminded that it is their voice.

b   Unacceptable. While the source's voice is identified appropriately at the beginning of the text, it is then identified too frequently. If a voice is used over several sentences, it should be identified every 2–3 sentences rather than at the beginning and end of every sentence.

c   This is inappropriate because the voice of Trompenaars and Hampden-Turner is only labelled at the end of the paragraph. It is therefore difficult to distinguish between the writer's voice and the voice of the source.

Task 2

1   **a**   Postal (1999) states that up to 10 per cent of the world's grain is being produced by water that will not be renewed.

Postal's information is presented as fact.

   b   Postal (1999) reveals that up to 10 per cent of the world's grain is being produced by water that will not be renewed.

Postal's information is presented as something that was previously unknown.

   c   Postal (1999) contends that up to 10 per cent of the world's grain is being produced by water that will not be renewed.

Postal states something, but the writer disagrees.

2   **a**   Otchet (2002) alleges that the Libyan government is mismanaging its water resources.

The writer indicates that Otchet does not present enough evidence to support her claim.

   b   Otchet (2002) claims that the Libyan government is mismanaging its water resources.

Otchet presents this information as factual.

   c   Otchet (2002) notes that the Libyan government is mismanaging its water resources.

Otchet presents this information briefly.

3   **a**   Bowtch (2002) mentions the extent of water pollution in Eastern Europe.

Bowtch briefly presents the information on the extent of water pollution in Eastern Europe.

   b   Bowtch (2002) discusses the extent of water pollution in Eastern Europe.

Bowtch examines the evidence regarding the extent of water pollution in Eastern Europe.

   c   Bowtch (2002) reports on the extent of water pollution in Eastern Europe.

Bowtch gives information about the extent of water pollution in Eastern Europe.

4 **a** Barlow and Clark (2002) argue that water from the Colorado River has been used to the limit.

Barlow and Clark present evidence to support their position that water from the Colorado River has been used to the limit.

b Barlow and Clark (2002) point out that water from the Colorado River has been used to the limit.

Barlow and Clark present their information as factual.

c Barlow and Clark (2002) suggest that water from the Colorado River has been used to the limit.

Barlow and Clark present this information as probably factual.

5 **a** The World Bank states that privatisation of resources will reduce corruption and mismanagement.

The World Bank's information is presented as factual.

b The World Bank assumes that privatisation of resources will reduce corruption and mismanagement.

The World Bank believes that the privatisation will reduce corruption and mismanagement, but the writer does not agree.

c The World Bank argues that privatisation of resources will reduce corruption and mismanagement.

The World Bank supports the position that privatisation of resources will reduce corruption and mismanagement.

Chapter 13: Avoiding plagiarism

Task 1

Version 1 Not acceptable. No labelling at all

Version 2 Not acceptable. While the text recognises the need to cite Pea et al., there is insufficient rewording. Short sections of text have also been deleted, but this is still far too close to the original.

Version 3 Not acceptable. While some information has been omitted, the text still uses the source's words, so this is not a summary.

Version 4 Acceptable. The source is labelled and the information summarised in the writer's words. The source is used to support the writer's position, which is presented in the first sentence.

Version 5   Acceptable. The writer's voice presents the position in the first sentence and uses an external voice to support it. Sentence 2 reminds the reader that Pea et al.'s voice is still speaking.

Chapter 14: Voices in different types of text

Task 1

Text 1   Purpose: The text is from a textbook. Its purpose is to introduce basic concepts to students.

Audience: Students

Number of voices: One – the writer's voice

Text 2   Purpose: This is from a textbook. Its purpose is to introduce basic concepts to students

Audience: Students

Number of voices: One

Chapter 15: Creating identity in different types of text: pronouns, hedges, boosters, attitude markers, questions and commands

Task 1

Questions 1 and 3 – differences between the two texts:

- Text 1 is aimed at an academic audience and is written in a style appropriate to a journal article. This is shown by the much greater use of hedging than in Text 57, and the lack of either attitude markers or boosters.
- Text 2 is taken from a professional rather than an academic journal. Note the use of an attitude marker and the fact that hedges are used less frequently.

Question 2 – hedges, boosters and attitude markers have been underlined.

TEXT 1

The ongoing debate on the benefits and costs of a carbon tax has drawn attention to the hidden taxes, in the form of government charges, on petroleum and petroleum products. Yokoyama et al. (2000) investigated the effects of replacing these charges with a pure carbon tax on CO_2 emissions. They concluded that, under certain circumstances, such a tax was likely to reduce CO_2 emissions without an increase in the total taxes on fossil fuels. They further pointed out that current northern European carbon taxes appeared to have been designed with the aim of maximising public

acceptance of the taxes rather than reducing CO2 emissions, and suggested other considerations that <u>might</u> be taken into account in designing tax regimes that <u>could</u> lead to a reduction in greenhouse gas production.

TEXT 2

CARBON TAX VS. CARBON TRADE

Which would you rather do—trade or be taxed? Perhaps <u>surprisingly</u>, the answer is not clear when applied to carbon emissions. Environmentalists, academics and politicians on both sides of the debate have <u>compelling</u> arguments. Both Henry Paulson, the former U.S. Secretary of the Treasury, and Stanford economist Robert Hall support a carbon tax, which imposes a tax on each unit of greenhouse gas emissions and gives companies an incentive to reduce pollution by reducing the amount of tax they pay. On the other hand, a cap-and-trade system sets a maximum level of pollution, a cap, and distributes emissions permits among firms that produce emissions. California's Centre for Climate Protection is an important advocate for a cap-and-trade system.

Supporters of a carbon tax say that taxing is simpler, <u>more transparent</u>, and <u>more easily understood</u>. Those in favour of cap-and-trade point out that any accounting system is <u>unlikely to be simple</u>—both would require the setting of limits, monitoring for compliance, and enforcement for noncompliance. Perhaps the <u>most important</u> difference however relates to certainty. A carbon tax provides cost certainty, while a cap-and trade system, by fixing a maximum level of emissions, provides environmental certainty.

Chapter 17: Making your argument flow

Task 1

a How does Brick define culture shock?

The erosion of people's feelings of self-worth resulting from a move from one culture to another, consequently finding that 'much of what they have learned about interpreting the actions of people around them is suddenly irrelevant'.

b What are the physical symptoms of culture shock?

Physical symptoms may include headaches, stomach aches, diarrhea, fatigue, difficulty in sleeping or excessive sleep, general feelings of malaise.

c What are the major stages of culture shock?

Euphoria, alienation, adaptation, acceptance

d Do all people go through all stages?

No. Many people do not go beyond stage 3.

 e The author mentions two extremes that need to be avoiding in coping with culture shock.

- List one extreme.

    An attempt to integrate totally and rapidly into the host culture, avoiding all contact with people of the same cultural background.

- Do the topic sentences tell the reader what the other extreme is?

    No.

- Can you suggest what it might be?

    It might be the opposite of the second extreme, that is, mixing only with people with familiar cultural backgrounds and avoiding mixing with host culture nationals.

 f The original chapter included three sub-headings. They were:

- What is culture shock?
- Experiencing culture shock
- Coping with culture shock.

Where do you think these three sub-headings were originally placed?

- What is culture shock?

    Before sentence 1.

- Experiencing culture shock

    Between sentences 4 and 5.

- Coping with culture shock.

    After sentence 10.

Next, identify the word chains that link the topic sentences to each other.

TEXT 1

1. When people move from one culture to another, they suddenly find that <u>much of what they have learned about interpreting the actions of people around them is suddenly irrelevant.</u>

2. This sudden psychological <u>transition from competent adult to ineffective child</u> inevitably results in the <u>serious erosion of people's feelings of self-worth</u>.

3. <u>Culture shock</u> is the result of the removal of the familiar.

4. Physical symptoms of <u>culture shock</u> may include headaches, stomach aches, diarrhoea, constant fatigue, difficulty in sleeping or excessive sleep and a general feeling of malaise.

5. The important thing to recognise about <u>culture shock</u> is that it is universal.

6. While <u>culture shock</u> is universal, this is not to say that <u>it</u> takes the same form in each and every individual.

7. In general, people go through <u>four stages</u> in the <u>process of adaptation</u>.

8. The <u>initial feeling of euphoria</u> gives way, more or less rapidly, to <u>a sense of alienation.</u>

9. While this state of affairs lasts for an indefinite period of time and is the stage that the symptoms of culture shock manifest themselves, in most people it is replaced by a stage of adaptation.

10. The fourth stage, the stage of acceptance, of acculturation is not reached by all people.

11. While it is impossible to avoid culture shock all together, it is possible to hasten the process of adjustment and to mitigate to some extent the severity of the experience.

12. Firstly, it is important to remember the universality of the adjustment experience.

13. Secondly, and this is more difficult, remember that the host culture does have its own logic, its own reasons for doing things in a certain way.

14. In trying to come to terms with the host culture, one of the most important resources for newcomers is people from a similar cultural background who have already been through the experience of adjustment.

15. Members of the host culture itself are also important.

16. Two extremes need to be avoided.

17. The second extreme to be avoided is the attempt to integrate totally and rapidly into the host culture, avoiding all contact with people of the same cultural background.

18. Reading background literature on the new country, its history and geography, its system of government and its economy, helps to build a total picture of the culture.

19. Most importantly, newcomers should remember that relief will come, that they will not always feel frustrated, angry and alone, that others have been through the same experience and survived, and that the rewards to be gained in terms of broader horizons and a greatly enhanced understanding of both self and mankind make the whole process worthwhile.

Task 2

Text 2 is paragraph 16 of the chapter in full. Identify the word chain(s) that tie the information in the paragraph to the topic sentence.

TEXT 2

1. Two extremes need to be avoided.

2. The first is to mix exclusively with people from a similar cultural background

3. and to avoid contact with members of the host culture as far as possible.

4. This strategy tends to prolong feelings of alienation

5. because it limits opportunities to explore the host culture.

6. New-comers should seek opportunities to mix with host-country nationals

7. and there are such opportunities.

8. The major one is provided at work.

9. <u>Newcomers</u> should make a conscious effort to participate in <u>the informal groups that form at morning tea and lunch times</u>.

10. <u>This participation</u> may at first be passive,

11. but as <u>the situation</u> becomes more familiar

12. and confidence in language use grows,

13. <u>participation</u> can gradually become more active.

14. Students will find <u>similar opportunities</u> before lectures and tutorials.

Task 3

1   a

4   b

6   c

7   e

3   f

5   h

2   d

8   g

Chapter 18: Writing essays: general-specific texts

Task 1

<u>Text 1:</u>

Sentence 1: Introduces general topic

Sentence 2: Identifies something that we do not know

Sentence 3: Identifies the position that the writer will argue

<u>Text 2:</u>

Sentence 1: Introduces general topic

Sentence 2: General background to topic

Sentences 3-4: Statement of position

<u>Text 3:</u>

Sentence 1: Introduces general topic

Sentence 2: Defines term

Sentences 3-6: Identifies problem with definition

Sentence 7: Background information

Sentence 8: Identifies something that we don't know

Sentence 9: Statement of position

Task 2

In each of the pairs of sentences below, identify the generalization (G) and the specific information (S).

1 a. Scientists predict that the average temperature may rise by as much as 6°C by the year 2100. **(S)**

   b. Global warming is one of the most serious problems facing the world today. **(G)**

2 a. In 2003, 70 per cent of internet users were under 30 years of age, compared to less than 30 per cent in the US. **(S)**

   b. The growth of the internet is changing the way that business is done on a global scale. **(G)**

3 a. The management style of managers within multinational corporations is more likely to be influenced by their nationality than by corporate culture. **(G)**

   b. American managers use colleagues' first names almost immediately, while for German managers it takes a long time to get on a first-name basis. **(S)**

4 a. Among developed countries the digital divide between those who adopted internet technology rapidly and those who were reluctant to get involved is narrowing. **(G)**

   b. In 2001, 169 million Americans were online, accounting for about 60 per cent of the country's total population and 29 per cent of the world's internet population. **(S)**

Task 3

Sentence 1	**G**	Sentence 8	**S**	Sentence 15	**S**
Sentence 2	**G**	Sentence 9	**S**	Sentence16	**S**
Sentence 3	**N/A**	Sentence 10	**G**	Sentence17	**G**
Sentence 4	**G**	Sentence 11	**S**	Sentence18	**S**
Sentence 5	**S**	Sentence 12	**S**	Sentence19	**G**

Sentence 6   **S**   Sentence 13   **G**   Sentence20   **S**

Sentence 7   **S**   Sentence 14   **S**

Chapter 19: Writing reports: problem-solution texts

Task 1

- Which is the dominant voice?

  The writer's voice is the dominant voice.

- Are other voices mainly direct, indirect or external? (See Chapter 11 for an explanation of voices.)

  Eight external voices are referred to, compared to three indirect voices. There are no direct voices.

- In what sections of the report are other voices most often heard? Why do you think this is?

  Other voices are mainly heard in section 2 ('Defining culture shock'), section 3 ('Stages of culture shock') and section 4 ('Causes of culture shock'). The writer uses other voices to show where the information he or she is presenting comes from. External voices allow the writer to focus on the information itself, while indirect voices allow the writer to focus on the results of studies carried out by specific people. In other sections of the report, the writer is suggesting ways of coping with culture shock. These suggestions are based on the preceding discussion, but have been developed by the writer him or herself, so other voices are not used.

- In what sections of the report are other voices least heard? Why do you think this is?

  Other voices are not used in the conclusion and in the recommendations. These sections include the writer's own ideas, and so other voices are not used.

Task 2

1 Answer the following questions on Rogers, S. E. (2016) Bridging the Digital Divide. *TechTrends* 60: 197-199:

   - What problem is this report examining?

     The digital divide

   - Does the report focus on describing the problem or identifying solutions?

     Identifying solutions

2 Look at the introduction. Which sentences:

   - Introduce the general topic and provide background that puts the topic in a broader context?

     Sentences 4-9

   - Indicate the significance of the topic, explaining in general terms why it is a problem?

Sentences 4 and 10-15

- Define important terms used in the report?

Sentences 7-8

3 Look at the way different voices are used in the report.

- Which is the dominant voice?

The writer's voice (i.e. Sylvia Rogers)

- Are other voices, direct, indirect or external references?

Indirect: Heggart and Subromony (2015); Ali and Hadi Partov (2013); Degennaro and Brown (2009)

External: Schradie (2011); Subramony (2007, 2011, 2014); Hargittai (2003); Selwyn (2004); Heggart (2015); Partov (2014)

*There are **no direct voices**.*

4 How are graphics referred to in the text?

The Virtuous Spiral (Subramony 2014), as illustrated in Fig. 1…

The opposite of the Virtuous Spiral is the Vicious Circle (Subramony 2014)

5 Create a table of contents for the report.

Bridging the 21st Century Digital Divide

6 Write a short executive summary for the report.

This report discusses current manifestations of the digital divide, which encompasses gaps in the control of tools for the production of digital content, and contexts in which these tools can be used. This gap particularly affects people of colour, the economically disenfranchised and other groups occupying a marginal position in society. Lack of access to technology and the skills needed to use it greatly disenfranchises minority groups.

The report describes the difference between the Virtuous Spiral (Subramony 2014), which increases access to technology, and can facilitate the development of technological skills, and the Vicious Circle (Subramony 2014), in which technology alienates practitioners. However, mere availability of technology does not result in the development of the skills to use it if practitioners do not see it as part of their self-identity.

The report examines two projects which avoided the Vicious Circle and developed production skills in disadvantaged groups. The first, an Australian project, succeeded because participants could choose their own projects, and learned new IT skills at the same time, while the second, in the US, focused on the development of content and fostered an inclusive approach.

The report calls for more research into the changing nature of the digital divide, and concludes that the teaching of technology must be inclusive if it is to avoid further marginalisation of already marginalised participants.

Chapter 20: Writing research reports

Task 1

1 Identify the introduction to the report.
- Which sentence(s) identify the general background to the report?

  Sentences 1-3
- Which sentence(s) indicate why the research is important?

  Sentence 4
- Which sentence(s) indicate a gap in our knowledge?

  Sentences 5 and 6
- Which sentence(s) present the research questions?

  Sentence 7
- How many research questions are there?

  Two
- Whose voice is dominant in each stage of the introduction?

  Writer's voice

2 Identify the literature review.
- What types of voices are used in the literature review?

  Indirect (sentences 9, 11, 13, 14)

  External (sentences 10, 14, 15)

3 Identify the methods section in the report.

Sentences 21-26

- In your own words, describe the methods used.

  Answers will vary from one student to another

- Is the methods section descriptive or analytical?

  Descriptive

  - How do you know?

    No explanation of why these methods were chosen

- Whose voice dominates the section?

  The writer's voice

- Look at the verbs used to describe the method.

  - What is the most common tense?

    Past tense

  - Are most of the verbs active or passive? Why?

    Many passives used because the focus is on what was done, not on who did it

4 Identify the results section.

Sentences 27-35

- Summarise the main findings of the study in your own words.

  Answers will vary from one student to another

- How are the results analysed?

  Using Nvivo

- How many voices do you hear in the results section?

  Only one: the writer's voice

5 Identify the discussion section.

Sentences 36-45

- Summarise the writer's conclusions in your own words.

  Answers will vary from one student to another

- Which of the following does the section do:

  - Identify the findings?

    No – this is done in the results section

  - Compare the findings with the findings of others?

    Yes

  - Discuss the significance of the findings?

    Yes

Task 3

1 Summarise the topic of the research report in your own words.

The research seeks to establish a baseline measure of student awareness of AL programmes by surveying a large cohort of first year university students.

2 Which sentence(s) identify the general topic of the report?

Sentence 1

3 Which sentence(s) present the research questions?

Sentences 8 and 9 present the 'questions'. Note that although these are questions, the writers have presented them as issues. They have not used question forms.

4 How many research questions are there?

There are two research questions:

a) *How a group of Australians in a large city have changed the way they use email to maintain contact with family members over a 5-year period.*

b) *How the extent to which they feel connected to family members has changed over the same period of time.*

5 Whose voice is dominant in each stage of the introduction?

Sentence 1: Writer's voice

Sentences 2 and 3: Writer's voice supported by external voices of sources

Sentence 4: Indirect voices of Lenhart and Fox

Sentences 5-9: Writer's voice

6 What are other voices used for?

Other voices in sentences 2, 3 and 4 identify what we already know about the topic

Chapter 21: Writing reflective texts

Task 1

- The author's voice is clear and personal (note use of the pronoun, I)
- The author relates what he/she is learning in class to the everyday world of common experience
- The style is relatively informal, yet still uses full sentences

Chapter 22: Writing electronic texts: emails, discussion forum posts and blogs

Task 1

- Identify differences in the way the sender addresses their audience.

  Text 1: Formal address from student to individual lecturer: Dear Dr. Jones

Text 2: No direct form of address as a student is asking other students (peers) for information

- How does the style of language used in the email differ from the style of language used in the discussion forum? Can you give examples?

  Email: formal language. Examples:

  - *Student identifies himself (I am a student in ECON123)*
  - *Reason for writing indicated*
  - *Polite form of request used (I was wondering if…)*
  - *Indication that student has tried to find the information from other sources before approaching lecturer*
  - *Polite thanks are expressed (Thank you for your time).*

  Discussion forum: informal language. Examples:

  - *No formal address is made*
  - *Clear short sentences are used*
  - *Abbreviations are used (Dr. Jones didn't say; you'd need)*
  - *Directives telling the reader what to do are used (you would have to think that you'd need). But note the indirect form of the directive. The student does not write, 'You should survey at least 30 people'. He uses a less direct form because reader and writer are peers. The lecturer could be direct because he/she is in a powerful position compared to the students.*
  - *The reader is addressed as 'you'*
  - *Informal language is used (OK; I guess…)*

- What information has to be given explicitly in the email that is implicit in the discussion forum?

  The email identifies the student writer, the course he is studying and the question. It also indicates that the writer has tried to find the information in different ways. In the discussion forum only the question is explicit

- How do the sign-offs differ between the email and discussion forum post?

  - *Email: thanks followed by student name and student number*
  - *Discussion forum: student signs off first post (asking for information) with short form of 'thank you' and the initial of the given name. Other posts are not signed off*

Task 1

- What features of this post set it apart from normal academic writing?

  - *The topic is not indicated in the opening section*
  - *Informal language is used (drove me nuts; so damn much; wad)*

- *Use of informal amusing comparisons (a baking powder job; by the time the meeting rolled around it looked like a truck had run over it)*
- *The post has an overall humorous tone*

- How many examples of personal pronouns can you find? What is the writer trying to achieve by including personal pronouns?
  - *'I' is used to refer to the writer*
  - *'Your' is used to refer to people in general*
  - *The writer is trying to sound informal and friendly*

- Are there examples of informal language? List them.
  - *drove me nuts*
  - *so damn much*
  - *your*
  - *stuffed the wad*
  - *by the time the meeting rolled round*

- Can you rewrite Text 3 so that it resembles a piece of academic writing? List the changes you had to make.

  As a member of the Ethics Committee, one of my responsibilities is to review Ethics applications. This involves reviewing about 20 applications a month, each consisting of the application itself and supporting documentation; in all about 300 pages.

  Unfortunately, Ethics Committee evaluations are difficult to manage not only because they are bulky, but also because they involve a great deal of work, but no allocation of time in which to do them. Consequently, I read the applications in my spare time, for example on the train, in cafes or at home. As a result, the pages tend to get damaged by coffee spills or by being taken in and out of my bag many times. When the committee meeting is finally held, the applications often look very untidy.