

Міністерство науки і освіти України
Національний гірничий університет

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Writing Reports

**Практичний посібник
до складання англійською мовою
звітів про наукові дослідження**
(для самостійної роботи студентів, магістрів, спеціалістів, аспірантів
усіх напрямів підготовки)



**Дніпропетровськ
НГУ**

2004

УДК 811.111.0015
ББК 81.2 Англ

**ПРАКТИЧНИЙ ПОСІБНИК ДО СКЛАДАННЯ АНГЛІЙСЬКОЮ МОВОЮ
ЗВІТІВ ПРО НАУКОВІ ДОСЛІДЖЕННЯ**

**ДЛЯ СТУДЕНТІВ, МАГІСТРІВ, СПЕЦІАЛІСТІВ, АСПІРАНТІВ усіх
напрямів підготовки**

**Упорядник І.І. Зуєнок. – Дніпропетровськ: Національний гірничий
університет, 2004 - 56 с.**

Упорядник: І.І.Зуєнок, ст..викл.

Відповідальний за випуск завідувач кафедру іноземних
мов С.І. Кострицька, проф.

Друкується в редакційній обробці упорядника.

УДК 811.111.001.5
ББК 81.2 Англ

Затверджено до видання вченою радою університету як
навчальний посібник (протокол №__від 2004 року)

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Writing Reports. Практичний посібник до складання англійською мовою звітів про наукові дослідження для самостійної роботи студентів, магістрів, спеціалістів, аспірантів усіх напрямів підготовки)/ І.І. Зуєнок – Дніпропетровськ: Національний гірничий університет, 2004 - 56 с.

Даний практичний посібник має на меті ознайомити студентів, спеціалістів, магістрів і аспірантів з вимогами до складання звітів про проведену науково-дослідну роботу англійською мовою.

В посібнику надаються загальні рекомендації щодо складання звітів, а саме щодо їх структури, змісту і оформлення згідно з міжнародними стандартами і вимогами до академічного письма, володіння яким є однією із складових успіху зовнішньоекономічної діяльності українських науковців, а також сприяє успішному навчанню і стажуванню за кордоном.

Спеціальна увага приділяється звітам про результати лабораторних іспитів та експериментів і звітам про виконану роботу над проектом.

В додатках наводяться зразки оформлення різних частин звітів і найбільш вживані англійські фрази та словосполучення, типові для звітів про наукові дослідження. Все це може стати основою статей про результати наукових досліджень і виступів-повідомлень на конференції або симпозіумі.

ББК 81.2

НГУ, 2004
І.І .Зуєнок

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Acknowledgements

I would like to thank Rod Bolitho, Assistant Dean of the Department of International Education, and Mike Scholey, whose highly professional advice and detailed attention enabled me to develop my academic writing skills and improve my knowledge how to write reports, especially Baseline Study.

Special thanks go to the British Council Ukraine for the support which made the training in MARJON College, Great Britain, possible.

I would like also to thank my department and university colleagues, students and postgraduates who inspired me to write this practical guide.

I would also like to acknowledge the contribution of Professor Sofia Nikolaeva, Chair of the Methodology Department of Kyiv State Linguistic University, for her methodological guidance and valuable suggestions for improving the key Baseline Study issues, the experience of writing which is reflected in this guide.

INTRODUCTION

The aim of this guide is to highlight the main difficulties and problems which arise, when you first start writing report on your current research, laboratory work and experiments or simply write a survey report, and give the ideas how to be effective when writing a formal report.

The diagram below illustrates four main components of effective writing, in general, and academic writing, in particular.

The first component is **CONTENT**, of course. If the content is of no interest for anyone, it is useless even to start writing a report. Why should we write a report, if no one will read it? Simply for the purpose of writing? So, the first that you do, you choose the topic of your report. It maybe an area of your specialism or interest, an area of research or the results of experiments you have carried out and found them interesting and want to share them with the other people or scientists, etc.

The next thing to remember about: **READER** of your report. You should always keep in your mind that someone will read your report and you need to think about what **LANGUAGE** you are using and how correct you are or better to say how accurate you are. To be accurate, of course, you need use correct grammar, spelling, syntax and the appropriate vocabulary.

Here, you can face another problem: what **STYLE** to use. As we are keeping in mind formal reports, the style should be formal, academic or at least, semi-academic. Vocabulary you use should correspond to the specific register or in other words, terminology according to the area of your specialism or research.

The main rule that you should **REMEMBER**:

When writing you need always think of reader of your piece of writing and choose the appropriate style, register and vocabulary easy for understanding for the reader. In other words, your report should be user friendly.

As this practical guide is about formal reports, you shouldn't forget about **STRUCTURE** or layout (format) as one of the main elements of effective writing.

It is natural, that all the possible areas of specialism and/or reports cannot be foreseen in one book, the same with levels of language proficiency of report writers. That's why, this practical guide is focused on **FORMAT** and

linking phrases and clichés which can be of great use for anyone who wants his/her report to be effective.

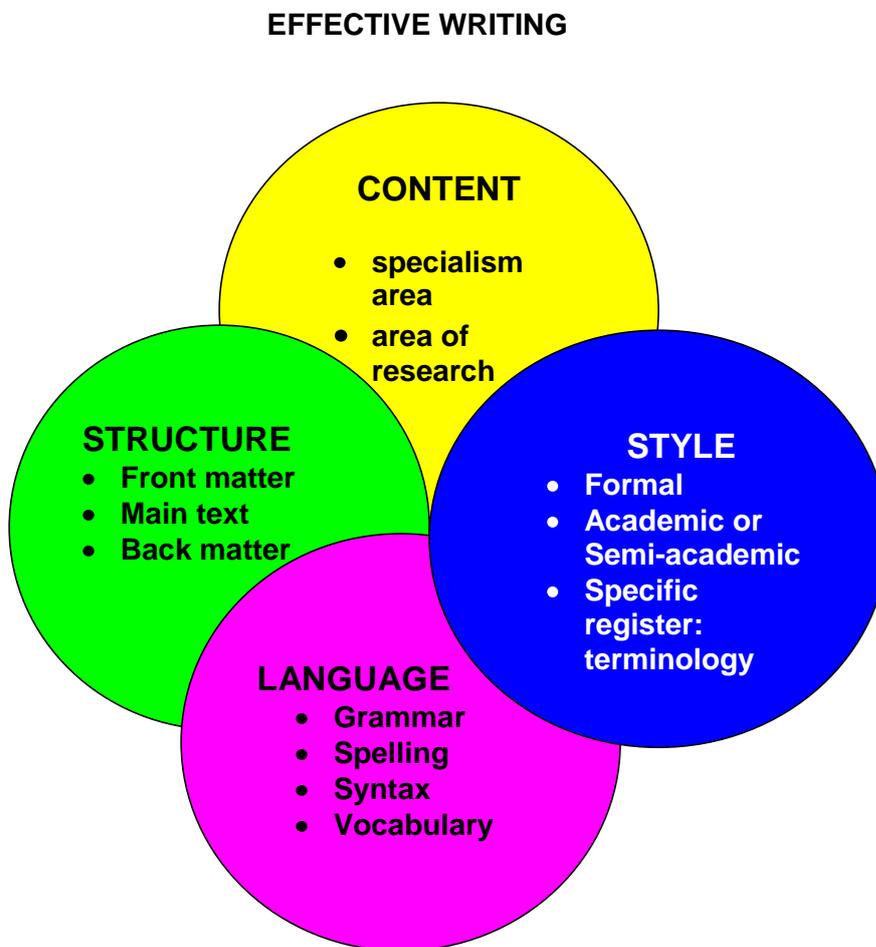


Diagram 1. Effective writing.

Engineers and scientists write formal reports for many reasons, including the documentation of experiments and designs. Reports are pieces of factual writing. They are normally based on some kind of research. There are quite a few types of reports such as: survey reports, reports assessing good and bad points, news reports, witness statements etc.

As an engineer or scientist working on the design of mining machine or any other device, s/he might write several formal reports. One formal report might propose a new design for the machine. A second formal report might update the progress on the construction of a test machine. Yet another formal report might document tests performed on the design. Still another formal report would assess whether the new design should replace the existing design. In this last report, you would combine elements from all the previous reports. Note that this last report might appear as a research article, which is a special kind of formal report for a research audience.

News reports do not include sub-headings but have a clear layout as well as an appropriate heading.

What distinguishes a *formal report* from an *informal reporting* of information? The answer lies not in the topics of formal reports, but in the expectations of the audiences for formal reports.

In a *formal report*, the audience expects a methodical presentation of the subject that includes *summaries of important points* as well as *appendices* on tangential and secondary points. Note that the readers for a formal report are often two or more distinct audiences. These distinct audiences include professionals specializing in the report's subject matter, professionals not specializing in the report's subject matter, and managers overseeing the report's subject matter.

The style is usually formal and impersonal in all types of reports except witness statements, which can be less formal.

REMEMBER:

Formal style includes:

- impersonal not colloquial or chatty language
- only facts
- not irrelevant details
- use of reporting verbs and passive voice
- no use of short forms

Witness statements do not require headings or sub-headings, just a clear layout. The style can be informal.

Before we start writing a report it is important to think about the type of report it will be, in order to use the appropriate layout (Format) and style.

FORMAT

Format distinguishes formal reports from an informal reporting of information. A well-crafted formal report is formatted such that the report's information is readily accessible to all the audiences. For that reason, formal reports are split into different sections. One way to group these sections is in terms of the front matter, main text and back matter.

Table 1. Format of Report

Front Matter	Main Text	Back Matter
Front Cover	Introduction/	Appendices
Title Page	Background	
Contents Page	Discussion	Glossary
Acknowledgements	Conclusion	References
Summary:		
<i>Descriptive summary</i>		
<i>Informative summary</i>		
<i>Abstract</i>		
<i>Executive summary</i>		
Abbreviations		

The **front matter**, which presents preliminary information for the report, serves to orient all intended audiences to what the report contains. The **text** portion of the formal report is the report's "story" and contains the *introduction*, *discussion*, and *conclusion* of the report. The text delivers a methodical explanation of the report's work to the report's primary audience. The report's **back matter** portion, which contains the *appendices*, *glossary*,

and *references*, serves to provide secondary information to all readers as well as primary information to secondary readers.

Front Matter

The front matter to a formal report includes the preliminary information that orients all readers to the content of the report. In the format presented in these guidelines, the front matter includes a *front cover*, *title page*, *contents page*, and *summary*. Other sections that sometimes appear in the front matter are *preface*, *acknowledgements*, *list of illustrations*, and *list of abbreviations*. Except for the cover, which has no page number, pages in the front matter are numbered with roman numerals.

Front Cover. The front cover of a formal report is important. The front cover is what people see first. When the report sits flat on a desk, the front cover is in view. Therefore, the front cover should contain the report's title and the author's name. Because reports are often revised and republished, the front cover should also contain the date of publication. The front cover has no page number. Space the title, name, and date to achieve a nice balance on the page. If possible, type the title in a larger font size than the name and date. Use initial capitals for the title.

Title Page. The title page for a formal report often contains the same information as is on the cover. In some formats, there is a *summary* included. Most often, because of space restrictions, that summary is descriptive (more like a table of contents in paragraph form). Sometimes, though, this initial summary is informative and geared toward the technical audience of the report. In such situations, that summary is often named an "Abstract." Note that the title page is numbered "i" (the actual presence of a page number on the first page is optional).

Contents Page. The table of contents includes the names of all the headings and subheadings for the main text. In addition, the table of contents includes names of all headings (but not subheadings) in the front matter and back matter. For instance, the contents page includes listings for the appendices (including appendix titles), the glossary, and the references.

Summary. Perhaps no term in engineering writing is as confusing as the term "summary." In general there are two types of summaries: *descriptive summaries* and *informative summaries*. A *descriptive summary* describes what kind of information is in the report; it is a table of contents in paragraph form.

An *informative summary* is a synopsis of the text portion of the report. Unfortunately, few people use these terms to name the summaries in

reports. The names you're likely to run into are "*abstract*," "*executive summary*," and plain old "*summary*."

An "*abstract*" usually, but not always, refers to a summary written to a *technical audience*, and depending on its length can be either descriptive, informative, or a combination of both. As you might imagine, short abstracts are typically descriptive and longer abstracts are typically informative. Abstracts generally do not include illustrations. Sometimes the word "abstract" is preceded by the word "descriptive," which is usually a clue that you should write a descriptive summary written to a technical audience. Other times the word "abstract" is preceded by the word "technical," which is usually a clue that an informative summary written to a technical audience is called for.

An "*executive summary*" is the most consistently defined term. It refers to an informative summary written to a *management audience*. Because it is informative, it includes the most important results and conclusions of the document. Because it is written to a management audience, it includes enough background for the manager to understand those results and conclusions. Stylistically, it is tailored so that a manager can read it quickly and guess what happened in the report. Whether it contains illustrations or not depends on the format.

The catch-all term "summary" can be most anything: a descriptive summary, an informative summary, a summary with illustrations, a summary without them.

Main Text

The text portion of your formal report contains the *introduction*, *discussion*, and *conclusion* of your report. Begin all major headings ("Introduction," for example) on a new page. Use Arabic numerals for numbering pages of the text and begin the first page of your text as page 1.

Introduction. The introduction of a report prepares readers for understanding the discussion of the report. Like the title and summary, the introduction is written for the widest audience possible.

Discussion. The discussion or middle is the story of your work. You do not necessarily present results in the order that you understood them, but in the order that is easiest for the readers to understand them. In your discussion, you not only present results, but you also evaluate those results. Note that you do not generally use the word "Discussion" as the title for the major

headings in this part of the report. Rather, you choose titles that reflect the content of the sections.

Conclusion. The conclusion section analyzes the most important results from the discussion and evaluates those results in the context of the entire work. In your conclusion, you often make recommendations based on those evaluations. The conclusion is much like an informative summary except for one thing—in the conclusion, you are writing to an audience who has read your report. Note that you do not necessarily have to use the word "Conclusion" as the title for this section. Depending on the situation, you might for example choose "Conclusions and Recommendations."

Back Matter

The back matter portion of your report contains your *appendices*, *glossary*, and *references*. The back matter portion usually begins on the page following the conclusion. Continue numbering back matter pages with Arabic numerals. In other words, if the conclusion section ends on page 16, the first appendix will begin on page 17.

Appendices

Use appendices to present supplemental information for secondary readers. When the occasion arises in the text, refer readers to information in the appendix. For example:

This section compares three software pages to run tests on (name of the device...). The device performs test for (crushing). The crusher has a complex design, which is discussed in Appendix B. The three (types of crushers) considered in this report are...

Treat each appendix as a major heading. If you have only appendix, call it the "Appendix." If you have more than one appendix, number the appendices with letters: Appendix A, Appendix B, and so on. As with all major headings, skip three returns from the top margin and center the appendix name and title. Illustrations in appendices are numbered as follows. In both a single appendix and in an Appendix A, figures and tables are numbered A-1, A-2, and so on. Equations in Appendix A are numbered in the same way. In an Appendix B, illustrations and equations follow a B sequence.

Glossary

Use a glossary to define terms for secondary readers. Arrange terms in alphabetical order. Use italics or underlines to key readers to terms that the glossary will define. Footnote the first italicized or underlined term in the text

and key readers to the location of glossary, where that term and all future underlined or italicized terms will be defined. Use a reverse indent for each definition and treat each definition as a separate paragraph.

References

Use a reference page to list alphabetically the references of your report.

Note: If you give the quotations in your report, put the quotations, and then in brackets write the author(s) of the book, its title, put columns and simply number of the page.

Example:

Dudley-Evans, T. and St John, M. (1998) *Development in ESP*. Cambridge: Cambridge University Press.

Згуровський, М.З. *Стан та завдання вищої освіти України в контексті Болонського процесу* (2004). Київ: Політехніка.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001). Cambridge: Cambridge University Press.

Jordan, R.R. (2003) *English for Academic Purposes (A Guide and resource book for teachers)*. Cambridge: Cambridge University Press.

If you use the linking phrases such as ***In accordance to*** Hutchinson and Waters,... or ***According to***..., you needn't put the quotations at the beginning and the end of the quotation phrase.

SURVEY REPORTS

SURVEY REPORTS

When writing a survey report or a report assessing good and bad points of any device or technology, sub-headings should be used to mark the beginning of each new section.

When reporting the results of a survey the figures gathered should be included either in the form of percentages or proportions.

Proportions can be expressed by using expressions such as "one in three" or "eight out of ten", or more accurately in the form of percentages (15%, 62% etc).

Less precise expressions such as "***the majority, a minority, a large proportion, a significant number, a small number, by far the largest proportion***, etc" can also be used and are less likely to bore the reader than percentages and figures.

Generalisations can be made about the facts and figures contained in a report.

This can be done by:

a) stating the facts and then making a generalisation

e.g. 64% of the population now holiday abroad. This *suggests/ implies/ indicates* that people are *generally better* off than they were ten years ago. Or

b) making a generalisation and then stating the facts

e.g. People are generally better off than they were ten years ago. This *is illustrated/ demonstrated/ indicated/ shown by the fact that* 64% of the population now holiday abroad.

LABORATORY REPORTS

Отформатировано: По центру,
Справа: -0,1 см

Отформатировано: По ширине,
Справа: -0,1 см

LABORATORY REPORTS

Laboratory reports are written for several reasons. One reason is to communicate the laboratory work to management. In such situations, management often bases company decisions on the results of the report. Another reason to write laboratory reports is to archive the work so that the work will not have to be done in the future. The commonly used organization for laboratory reports includes:

ABSTRACT
INTRODUCTION
PROCEDURES
RESULTS and DISCUSSION
CONCLUSIONS
APPENDICES.

Table 2. Format of Laboratory Report

LABORATORY REPORTS		
Abstract	Introduction	Appendices
	Procedures	
	Results and Discussion	
	Conclusions	

Abstract

The abstract presents a synopsis of the experiment. The abstract should be written concisely in *normal* rather than highly abbreviated *English*. The author should assume that the reader has some knowledge of the subject but has not read the paper. Thus, the abstract should be intelligible and complete in itself; particularly it should not cite figures, tables, or sections of the paper. The opening sentence or two should, in general, indicate the subjects dealt with in the paper and should state the objectives of the investigation. It is also desirable to describe the treatment by one or more such terms as brief, exhaustive, theoretical, experimental, and so forth.

The body of the abstract should indicate ***newly observed facts*** and the ***conclusions of the experiment*** or ***argument*** discussed in the paper. It should contain ***new numerical data*** presented in the paper if space permits; otherwise, attention should be drawn to ***the nature of such data***. In the case of experimental results, the abstract should indicate ***the methods used*** in obtaining them; for new methods the basic principle, range of operation, and degree of accuracy should be given.

The *abstract* should be typed as one paragraph. Its optimum length will vary somewhat with the nature and extent of the paper, but it should not exceed 200 words.

Introduction

The "Introduction" of a laboratory report identifies the experiment to be undertaken, the objectives of the experiment, the importance of the experiment, and overall background for understanding the experiment. *The objectives of the experiment* are important to state because these objectives are usually analyzed in the conclusion to determine whether the experiment succeeded. *The background* often includes theoretical predictions for what the results should be.

Procedures

The "Procedures," often called the "Methods," discusses how the experiment occurred. Documenting the procedures of your laboratory experiment is important not only so that others can repeat your results but also so that you can replicate the work later, if the need arises. Historically, laboratory procedures have been written as first-person narratives as opposed to second-person sets of instructions. Because your audience expects you to write the procedures as a narrative, you should do so.

Achieving a proper depth in laboratory procedures is challenging. In general, you should give the audience enough information that they could replicate your results. For that reason, you should include those details that affect the outcome. Consider as an example the procedure for using a manometer and strain indicator to find the static calibration of a pressure transducer. Because calibrations are considered standard, you can assume that your audience will have access to many details such as possible arrangements of the valves and tubes. What you would want to include, then, would be those details that might cause your results to

differ from those of your audience. Such details would include the model number of the pressure transducer and the pressure range for which you calibrated the transducer. Should you have any anomalies, such as unusual ambient temperature, during your measurements, you would want to include those.

When the procedure is not standard, the audience would expect more detail including theoretical justification for the steps. Given below is such a procedure.

Example:

The test performed on the potentiometer was accomplished by winding a string around the potentiometer shaft, attaching a mass to the string, and letting the mass fall. The change in resistance of the potentiometer with time indicated the acceleration of the mass. In this experiment it was assumed that the constant Coulomb friction torque was the only friction affecting the potentiometer. If this assumption were true, the friction force from the torque would be $F_f = T/r$ (where T is the torque and r is the radius of the potentiometer's shaft). Likewise, the gravity force would be $F_g = mg$ (where m is the mass tied to the string and g is the gravitational acceleration). A force balance then gives

$$T = mr(g-a),$$

where a is the acceleration of the mass. If the assumption holds that the only friction affecting the potentiometer was constant Coulomb friction, then each mass would undergo a constant acceleration.

The potentiometer measured voltage versus time for the masses as they dropped, but the measurement of interest to us was position versus time. For that reason, a 'calibration' was performed before we measured any data. In the calibration, the potentiometer's initial voltage was measured. Then the string was pulled a set distance (2 inches), and the voltage was recorded. This process of pulling the string a set distance and recording the voltage continued another two times (see Appendix A for the results). To determine the relationship between voltage and position, the differences in the voltages were averaged and divided by the length. The resulting relationship was 0.9661 volts/inch.

Five different masses were used to test the assumption of constant acceleration. For each mass, the string was rolled up on the shaft, the oscilloscope was triggered, and the shaft was released. As each mass dropped, the oscilloscope collected the potentiometer's voltage versus the time. After obtaining plots for each mass, we used the voltage-position relationship, mentioned above, to convert the data from the form voltage versus time to the form position versus time squared. The residuals of the

data determined whether the assumption of constant acceleration was valid.

Results and Discussion

The heart of a laboratory report is the presentation of the results and the discussion of those results. In some formats, "Results" and "Discussion" appear as separate sections. However, P.B. Medawar [1979] makes a strong case that the two should appear together, particularly when you have many results to present (otherwise, the audience is faced with a "dump" of information that is impossible to synthesize). Much here depends upon your experiment and the purpose of your laboratory report. Therefore, pay attention to what your laboratory instructor requests. Also, use your judgment. For instance, combine these sections when the discussion of your first result is needed to understand your second result, but separate these sections when it is useful to discuss the results as a whole after all results are reported.

In discussing the *results*, you should not only analyze the results, but also discuss the **implications of those results**. Moreover, pay attention to the *errors* that existed in the experiment, both where they originated and what their significance is for interpreting the reliability of conclusions. One important way to present numerical results is to show them in *graphs*.

Conclusions

In longer laboratory reports, a "Conclusion" section often appears. Whereas the "Results and Discussion" section has discussed the results individually, the "Conclusion" section discusses *the results in the context of the entire experiment*. Usually, the objectives mentioned in the "Introduction" are examined to determine whether the experiment succeeded. If the objectives were not met, you should analyze why the results were not as predicted. Note that in shorter reports or in reports where "Discussion" is a separate section from "Results," you often do not have a "Conclusion" section.

Appendices

In a laboratory report, appendices often are included. One type of appendix that appears in laboratory reports presents information that is too detailed to be placed into the report's text. For example, if you had a long table giving voltage-current measurements for an RLC circuit, you might place this tabular information in an appendix and include a graph of the data in the report's text. Another type of appendix that often appears in laboratory reports presents tangential information that does not directly concern the experiment's objectives.

If the appendix is "formal," it should contain a beginning, middle, and ending. For example, if the appendix contains tables of test data, the appendix should not only contain the tabular data, but also formally introduce those tables, discuss why they have been included, and explain the unusual aspects that might confuse the reader. Because of time constraints, your instructor might allow you to include "informal" appendices with calculations and supplemental information. For such "informal" situations, having a clear beginning, middle, and ending is not necessary. However, you should still title the appendix, place a heading on each table, place a caption beneath each figure, and insert comments necessary for reader understanding.



PROGRESS REPORTS

PROGRESS REPORTS

Once you have written a successful proposal and have secured the resources to do a project, you are expected to update the client on the progress of that project. This updating is usually handled by progress reports, which can take many forms: memoranda, letters, short reports, formal reports, or presentations.

What information is expected in a progress report? The answer to this question depends, as you might expect, on the situation, but most progress reports have the following similarities in content:

Background on the project itself

The client expects to be oriented as to what your project is, what its objectives are, and what the status of the project was at the time of the last reporting.

Discussion of Achievements since Last Reporting

This section follows the progress of the tasks presented in the proposal's schedule.

Discussion of Problems that have arisen

Progress reports are not necessarily for the benefit of only the client. Often, you the engineer or scientists benefit from the reporting because you can share or warn your client about problems that have arisen. In some situations, the client might be able to direct you toward possible solutions. In other situations, you might negotiate a revision of the original objectives, as presented in the proposal.

Discussion of work that lies ahead

In this section, you discuss your plan for meeting the objectives of the project. In many ways, this section of a progress report is written in the

same manner as the "Plan of Action" section of the proposal, except that now you have a better perspective for the schedule and cost than you did earlier.

Assessment of whether you will meet the objectives in the proposed schedule and budget

In many situations, this section is the bottom line for the client. In some situations, such as the construction of a highway, failure to meet the objectives in the proposed schedule and budget can result in the engineers having to forfeit the contract. In other situations, such as a research project, the client expects that the objectives will change somewhat during the project.

APPENDICES :

SAMPLES

Recommendations

Appendix A

Sample of Cover

SPREADSHEETS

Analysis of Use



The College of St Mark & St John Centre for Continuing Vocational
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Appendix B

Sample of Content Page

C O N T E N T S

Acknowledgements

List of Abbreviations

Executive Summary

1. Introduction

1.1 Aims of the Baseline Study

1.1.1.1 Tasks of the Baseline Study

1.1.1.2 Team Members

1.1.1.3 Implementation Plan

1.2 Procedures for the Development of the Baseline Study

1.2.1.1 Selection of HEIs for Data Collection

1.2.1.2 Stakeholder Analysis

1.2.1.3 Methodology of the Baseline Study

2 The Current Situation of ESP in Ukraine: Parameters

2.1 National Education Reform

2.2 Management of Higher Education

2.3 Standards in Higher Education

2.4 The Training of EFL Teachers in Ukraine

2.4.1.1 Higher Education Institutions that Train EFL Teachers

2.4.1.2 The National Educational EFL Teacher Standard

2.5 Existing ESP Curriculum and Syllabus Initiatives

- 2.6 Common European Framework of Reference
- 2.7 Conclusion

3 The Current Situation of ESP in Ukraine: Practice

- 3.1 Research Methodology
- 3.2 Aims of ESP Teaching
- 3.3 ESP Course Organisation
- 3.4 Content of ESP Courses
- 3.5 Methodology in ESP Classes
- 3.6 Teaching Materials
- 3.7 The System of Assessment
- 3.8 English Proficiency Level of Graduate Students
- 3.9 Reliability of Research Methods and their Limitations
- 3.10 Conclusion

4 The Current Situation of ESP in Ukraine: Stakeholders' Perspectives

- 4.1 Research Methodology
- 4.2 Professional Competence of ESP Teachers
- 4.3 The Teaching and Learning Process
 - 4.3.1.1 Language Proficiency of ESP Students
 - 4.3.1.2 ESP Methodology
 - 4.3.1.3 ESP Materials
 - 4.3.1.4 ESP Course Organisation

4.4 Assessment

4.5 Conclusion

5 Needs Analysis (wants, needs & lacks)

- 5.1 Research Methodology
- 5.2 Target Situation
- 5.3 Study Needs
- 5.4 Conclusion

6 Proposal for a National ESP Curriculum

- 6.1 The Main Principles of the Curriculum: Relevance, Involvement, Integration, Differentiation According to Target Qualification/Degree
- 6.2 Features of the New Curriculum
- 6.3 Readiness, Benefits, Opportunities, Threats
- 6.4 Conclusion

References
Glossary
Appendices

Appendix C

Sample of Acknowledgements

Acknowledgements

We would like to thank our ESP colleagues, administrators, students and employers for their patience in contributing to the data collection presented in this Study.

We are grateful to Tony Luxon, the consultant to the project, for his contribution to the design of the survey instruments, and for his support in the initial stages of the study. We would also like to acknowledge the contribution of Sofia Nikolaeva, Chair of the Methodology Department of Kyiv State Linguistic University, for her methodological guidance and valuable suggestions for improving the key Baseline Study issues.

Special thanks go to the British Council Ukraine and to Lilian Biglou, the Director, for the understanding and support which made the project possible. Our personal thanks go to Olena Gorsheniova, ELT Project Manager, and Oleksander Shalenko, ELT Co-ordinator, for their immeasurable help and encouragement throughout the project.

We would also like to say a big thank you to Rod Bolitho, Assistant Dean of the Department of International Education, and Mike Scholey, whose highly professional advice and detailed attention enabled the Baseline Study project to come to a successful conclusion; and to their colleagues from the International Education Department of the College of St. Mark and St. John in Plymouth.

Appendix D

Sample of Executive Summary

Executive Summary

After an analysis of the current situation in ESP teaching, learning and assessment in Ukraine, the Baseline Study revealed that:

- 1) higher education in Ukraine is undergoing changes in line with European integration processes, supported by the Government of Ukraine and the Ministry of Education and Science
- 2) the national policy of foreign language teaching/learning has undergone considerable positive changes. However, the realm of ESP teaching/learning has been given insufficient attention
- 3) the absence of a national ESP curriculum in Ukraine results in a lack of consistency in ESP syllabuses for university students in terms of structure and content
- 4) the reason for the gap between the target situation (employment market) needs and the existing proficiency of the learners is the absence of generally accepted criteria in content, methodology, course organisation, assessment, and learning outcomes with reference to international standards.

Based on these findings, the BS team recommends:

- 1) that ESP teaching/learning be aimed at the students' target situation (employment market) and their study needs (learners' language proficiency while studying at HEIs)
- 2) that a national ESP curriculum be based on the principles of internationalism, plurilingualism, democracy and equality, innovation,

flexibility, variability, integration, relevance, life-long learning and autonomy

3) that a national ESP curriculum be innovative in content (the cyclical modular format, consistency with students' specialisms), methodology (focus on the integration of skills, learning-centred approach), learning outcomes (including self-assessment, introduction of a language portfolio)

4) that INSET and staff development opportunities be made available to ESP teachers in HEIs to enable them to understand/manage the demands of the new curriculum

5) that attention be paid to the benefits to all stakeholders, as identified in Chapter 6

6) that the feasibility of Curriculum renewal be considered positively with a view to prompt approval

The Baseline Study states that the development and introduction of a national ESP curriculum will lead to a change in current ESP teaching/learning in Ukraine, making it consistent with international standards.

Appendix E

Sample of Descriptive Summary

The report contains the description of different types of spreadsheets, their use in different specialist areas including business, finance and economics, ways of designing them using ITs and sample tasks with the detailed instructions how to use EXCEL while designing graphs, charts and bars, etc.

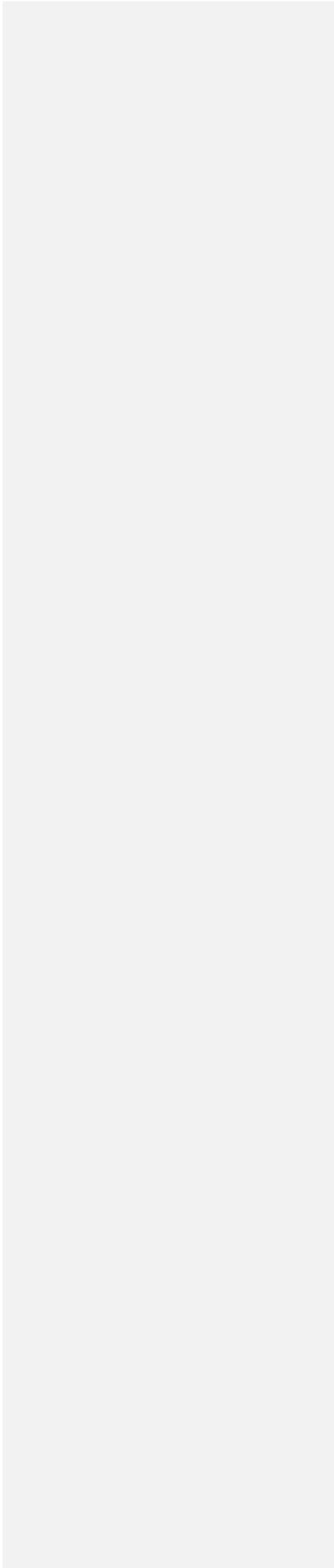
The report can be used as a simple guide for PC users providing advantages and disadvantages of various types of data processing.

Appendix F

Sample of Abbreviations

Abbreviations

EFL	English as a Foreign Language
BE	Business English
BS	Baseline Study
CPD	Continuing Professional Development
EAP	English for Academic Purposes
EFL	English as a Foreign Language



Appendix G

Sample of Survey Report

To: Mr Robertson From: Sally Smith
Subject: Travellers' Accommodation in Maytown

Introduction

This report was written to analyse the results of a recent survey about the city's hotels. In this survey, hotel managers from the city's 25 hotels were asked about the hotel's size, rooms, services available and prices.

Hotel facilities

The majority of hotels in Maytown are well equipped, with air-conditioned rooms, television and private bathrooms. This is shown by the fact that 70% of hotels offer these facilities. The usual services are also provided by most of the hotels. This is shown by the fact that nearly all of the hotels surveyed provide room service, laundry service and a free maid service. However, free exercise facilities are not so usual. In fact only 3% of the hotels offer free use of an exercise room. On the other hand swimming facilities are available, with 80% of the hotels having outdoor pools and 4% having both indoor and outdoor facilities. Access to food and drink is obviously considered important. This is shown by the fact that all of the hotels surveyed have a bar area and restaurant.

Prices

In general, the price-range of Maytown's hotels is quite high. Our survey showed that the average price of a double room is between €85 and £120 per night. Added to this, only 14% of the hotels include breakfast in the basic price.

Conclusion

The survey clearly indicates that Maytown has only a certain category of hotels. On the whole, the existing hotels are well-equipped, comfortable

and offer excellent services. However, there seems to be a lack of lower-priced hotels for the more price-conscious travelers.

Appendix H

Useful Language for Reports

To introduce: The purpose/aim of this report is ...

As requested,

This report was written/carried out, etc.

To generalise:

As a rule,
In general,
Generally,
Ultimately,
On the whole,
As a general rule, etc.

To refer to a fact:

The fact is that,
In fact,
In practice,
As one might expect, etc.

To introduce other people's opinions:

Many people consider,
Some people argue/believe/claim, etc.

To conclude/ summarise:

In conclusion,
On the whole,
All things considered,
To sum up, etc.

Appendix I

Useful Phrases and Clichés

Introduction

This section concludes with the ... attitudinal element
Given in percentages...

... were asked in open-question format...

Subjects were asked to report on...

Mention should be made of some limitations of this study, caused by...

No attempt was made to measure and quantify...

This section summarizes the successes and failures of ... indicated by the data.

... involve the subjective component..

The findings from a... have of course to be analysed within the context from which they have been drawn.

Description

Table is concerned with ...

Tables 1 to 4 all show that initial reactions were extremely... in all four attitudinal areas...

Table ... is concerned with general attitudes to ...

...topped the list of ...with strong agreement that...

Further indirect evidence to suppose that...

... mirrored finding in a previous chapter/ test/experiment

The majority report...

There is some evidence of...

The obvious outcome is that,...

To pinpoint the most...

Both prefer...

... cannot be ignored.

Figures/subjects expose...

Teachers/ specialists in the are admit that...

Give low/high evaluation of...

With regard to.../ Regarding
It reveals the high/low level of...
... is assessed as...
The main emphasis is made on...
The willingness of the respondents to...
... allows to place importance on....
There was almost total absence of...
In terms of our current understanding of ...one would be can make a
conclusion that...
The relatively high number of 'no answer' responses may in that...
Testify the balance,...

Positive Trend/ Similarity / Comparison

Reactions are far less positive
Remained on positive side of neutral positive attitudes are
indicated...
The majority were still on the positive side of neutral.
... display positive attitude...
... show a marked decrease in the strength of positiveness.
Overall attitudes remain in support...
For the most part...
... confirmed this data/ idea.
This shows understanding of the necessity...
Similar trends were found
A notable exception is...
Comparing the ... with the... shows...
The rather vague attitude on the part of.... can be explained by the fact that...
There is not much difference in...
... fully coincide with...
... more clearly positive in ...
The need for...
The figures tend to indicate the predominance of...
This implies a rather high degree of...
On the face of it...
At first sight, ...
Apparently,...

Negative Trends

These findings are somewhat at odds which...
Contradictory as they may seem, these data may reflect that....
Subjects were asked about their attitudes to using...

Despite the swing away from such strong positive valuations...
Interestingly though, there were...
There are areas where ... might be questioned.
Taking the less supportive figures, it appears that...
This gives rise to a predicament/ difficulty/ dilemma...
This still leaves the dilemma of...
Despite extremely favourable reactions to the value of...
This pattern seem to contradict the initial evaluation of ...
The usefulness and effectiveness of...
Despite rating it highly effective, subjects had not been motivated to exploit it...
Despite extremely favourable reactions to the value of...
The availability of... is insufficient...
... are less certain about...
... may indicate muted criticism...

Conclusion

There are reasons to suppose that..., although no direct attempts were made to measure any gains.
The evidence to justify...
The diversity of the opinion may be explained by...
None of the respondents wished to... that is why the figures...
All these interpretations have implications for future

Appendix J

Samples of Using Linking Phrases and Clichés

Making contrasting points

- Killing endangered species is illegal; **nevertheless** people will not stop hunting them.
- **In spite of the fact that** killing endangered species is illegal, people will not stop hunting them.
- Killing endangered species is illegal, **but** people will not stop hunting them.
- **While** killing endangered species is illegal, people will not stop hunting them.
- **Despite the fact that** killing endangered species is illegal, people will not stop hunting them.
- **Even if** killing endangered species is illegal, people will not stop hunting them.
- **Even though** killing endangered species is illegal, people will not stop hunting them.
- Killing endangered species is illegal, **at the same time** people will not stop hunting them.

Listing points

- **Firstly**, the government must revise the out-of-date environmental laws which were written twenty years ago.
- **In the first place** the government must revise the out-of-date environmental laws which were written twenty years ago.
- **To start with**, the government must revise the out-of-date laws which were written twenty years ago.
- **Secondly**, the government must revise the out-of-date laws which were written twenty years ago.
- **Thirdly**, the government must revise the out-of-date laws which were written twenty years ago.
- **Finally**, the government must revise the out-of-date laws which were written twenty years ago.

Adding more points on a topic

- **What is more**, the city should conduct inspections of zoos.
- The city should **also** conduct inspections of zoos.

- ***Apart from this/ that / In addition to this***, the city should conduct inspections of zoos.
- ***Moreover*** the city should conduct inspections of zoos.
- ***Besides***, the city should conduct inspections of zoos.
- ... ***not to mention the fact that*** the city should conduct inspections of zoos.

Listing advantages/disadvantages

- ***One of the greatest advantages*** of regular exercise ***is that it leads*** to a healthier lifestyle.
- ***Another great advantage of*** regular exercise ***is that it leads to*** a healthier lifestyle.
- ***One other advantage of*** regular exercise ***is that it leads to*** a healthier lifestyle.
- ***A further advantage of*** regular exercise ***is that it leads to*** a healthier lifestyle.
- ***The main advantage of*** regular exercise ***is that it leads to*** a healthier lifestyle.
- ***The first/greatest advantage of*** regular exercise ***is that it leads to*** a healthier lifestyle.

Expressing personal opinion

- ***To my mind / way of thinking***, department stores offer a greater selection of clothes than small boutiques.
- ***I personally believe*** department stores offer a greater selection of clothes than small boutiques.
- ***It strikes me that*** department stores offer a greater selection of clothes than small boutiques.
- ***I feel very strongly that*** department stores offer a greater selection of clothes than small boutiques.
- ***I am inclined to believe that*** department stores offer a greater selection of clothes than small boutiques.
- ***It seems to me that*** department stores offer a greater selection of clothes than small boutiques.
- ***As far as I am concerned*** department stores offer a greater selection of clothes than small boutiques.

Referring to other sources

- **With reference to this report**, that brand of suncream causes irritation to sensitive skin.

Concluding

- **Finally**, the university offers a wide range of courses and provides modern facilities.
- **Lastly**, the university offers a wide range of courses and provides modern facilities.
- **Above all**, the university offers a wide range of courses and provides modern facilities.
- **All in all**, the university offers a wide range of courses and provides modern facilities.
- **Taking everything into account**, the university offers a wide range of
- **On the whole**, the university offers a wide range of courses and provides modern facilities.
- **All things considered**, the university offers a wide range of courses and provides modern facilities.
- **In conclusion**, the university offers a wide range of courses and provides modern facilities.
- **As I have said**, the university offers a wide range of courses and provides modern facilities.
- **As was previously stated**, the university offers a wide range of courses and provides modern facilities.
- **To sum up**, the university offers a wide range of courses and provides modern facilities.

Expressing cause

- **Because of** the harsh winter, many crops were destroyed.
- **Owing to** the harsh winter, many crops were destroyed.
- **For this reason**, many crops were destroyed.

Expressing effect

- Lots of factories have been closed down, **therefore**, many people have lost their jobs.

- Lots of factories have closed down; **thus**, many people have lost their jobs.
- Lots of factories have been closed down; **consequently**, many people have lost their jobs.

Bringing up other points or aspects

- ***Regarding the community***, the area is in need of a new elementary school.
- ***With regards to*** the community, the area is in need of a new elementary school.
- ***As for*** the community, the area is in need of a new elementary school.

Implying that nothing else needs to be said

- ***Anyway***, a new community centre will greatly benefit the people of the town.
- ***In any case***, a new community centre will greatly benefit the people of the town.

Accepting the situation

- ***As it is, the situation cannot be improved.***
- ***Things being as they are, the situation cannot be improved.***

Advantages:

- ***It tends to go hand in hand with ...***

Linking words:

however (to make contrasting points),
 the main advantage (to list advantages),
 despite (to make contrasting points),
 furthermore (to add more points on a topic),
 in conclusion (to conclude).
 In my opinion,
 the first reason,

for example,
moreover,
the final and most important reason,
such as, while,
contrary to popular belief,
as already stated.

The Suggestion

- ***The suggestion*** that new laws should be passed ***is justified by the point that*** the government should have greater control over guns.
- ***The suggestion*** that the government should create jobs and work programmes for young people ***is justified by the point that*** young people need help to find work.
- ***The suggestion that*** young people should be taught that violence is not the answer to their problems ***is justified by the point that*** better education is an important part of deterring crime.
- ***The suggestion that*** more criminals will be caught ***is justified by the point that*** more vigilant policing is the best solution to the problem.

Arguments for technological and scientific advancement.

- ***Makes our lives easier***
- ***Businesses cannot function easily without*** faxes, photocopiers, and telephones.

Appendix K

Types of Charts

Creating Graphs and Charts in Excel 97/2000

There is a wide range of graphs and charts available, and the choice of chart is dependant on the nature of the data and what you are trying to show. Each has its own characteristics and appropriate uses.

A column chart shows data changes over a period of time or illustrates direct comparisons among items. Categories are organized horizontally, values vertically, to emphasize variation over time.

A bar chart illustrates comparisons among individual items. Categories are organized vertically, values horizontally, to focus on comparing values and to place less emphasis on time.

A line chart shows trends in data at equal intervals.

A pie chart shows the proportional size of items that make up a data series to the sum of the items. These are very effective at showing proportions of any given amount attributed to each element.

Chart & graph drawing software

There are quite a few software packages around that will generate graphs and charts. The most common way is using Excel 97 (or Excel 2000) from the Microsoft Office software suite. Even more useful is the ability to create a chart in one application and then insert that into another (Word Processing). The technique for doing this is known as integration and was prepared by Mercedes Farjad - November 2001, MARJON, Plymouth, UK.

Appendix L

Describing Graphs and Charts

Examples of simple descriptions of the graph:

The number of overseas (foreign) students studying in the Ukrainian universities ***has (considerably) risen.***

The graph shows an increase/ decline in the number of overseas students at the university.

Words and Phrases to help you describing trends

Nouns:

A rise = an increase = a peak

A drop = a decline = a dip

Adjectives - Adverbs:

Sharp(ly)

Dramatic(ally)

Considerable(y)

Shift(ly) / gentle(ly)

Gradual(ly)

Verbs and Phrases:

To rise = to increase

To drop = to fall (down) = to decrease = to slow down

To remain the same = to remain stable

To reach peak = to reach the highest point

Reach dip = reach the lowest point

Appendix M

Sample of Glossary

1. accuracy the ability to produce continuous speech or writing without causing comprehension difficulties or a breakdown of communication through errors
2. aims the underlying reasons for or purposes of a course of instruction; long- term goals
3. approach how language is learnt
- communicative ~ an approach to second language teaching which emphasizes that the goal of language learning is communicative competence
- cyclical ~ a syllabus in which items recur throughout the syllabus but are treated in greater depth or in more detail when they recur
4. assessment the measurement of the ability of a person or the quality or success of a teaching course
- continuous~ assessment by the teacher and possibly by the learner of class performances, pieces of work and project throughout the course
5. authentic having the qualities of natural speech or writing; texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc., are called authentic materials
6. autonomous learning learning which is based on the principle that learners should take maximum responsibility for, and control of, their learning styles and stages outside the constraints of the traditional classroom

References

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CHECK YOUR PROGRESS

and

PRACTISE

Task 1. Think about and give the definitions and answers to the questions:

1. What is report?
2. What kind of reports do you know?
3. What is the difference between formal and informal reports?
4. What kinds of formal reports do you know?

Task 2. Arrange the parts of formal report into correct order:

- a) Back matter
- b) Front matter
- c) Main text

Task 3. Match the sub-headings of formal report with their headings. Arrange them in the correct order.

a) Back matter	1. Conclusion 2. Introduction 3. Discussion
b) Front matter	4. References 5. Glossary 6. Appendices
c) Main text	7. Contents Page 8. Executive summary 9. Descriptive summary 10. Informative summary 11. Abstract

	12. Abbreviations 13. Acknowledgements 14. Title Page
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Task 5. Make a typical content page for the formal report.

Task 6. Write an Introduction to your report using phrases and clichés from Appendices H and I.

Task 7. Write Acknowledgements to your report using sample from Appendix C as a model.

Task 8. Write a Descriptive summary of your report using sample from Appendix E as a model.

Task 9. Describe Procedures and Methods of the experiments described in your report using Example in Chapter Procedures (p.24).

Task 10. Make the graphs to your report using Excel and describe them using phrases and clichés from Appendices H, I and L.

Task 11. Write Glossary to your report. (For sample see Appendix M)

Task 12. Write Abbreviations to your report. (For sample see Appendix F)

Task 13. Write a list of References to your report.

Task 14. Write a report on your current research.

KEY

ANSWERS

Task 1. Possible answers to the questions:

1. Reports are pieces of factual writing. They are normally based on some kind of research.

2. There are quite a few types of reports such as: survey reports, reports assessing good and bad points, news reports, witness statements, laboratory reports, progress reports, and etc.

3. The answer lies not in the topics of formal reports, but in the expectations of the audiences for formal reports. In a *formal report*, the audience expects a methodical presentation of the subject that includes *summaries of important points* as well as *appendices* on tangential and secondary points. Note that the readers for a formal report are often two or more distinct audiences. These distinct audiences include professionals specializing in the report's subject matter, professionals not specializing in the report's subject matter, and managers overseeing the report's subject matter.

Format distinguishes formal reports from an informal reporting of information.

5. The main types of formal reports are: survey reports, laboratory reports, progress reports, thesis and dissertation.

Task 2. The correct order is as following: b) – c) – a)

b) Front matter

c) Main text

a) Back matter

Task 3. The correct arrangement and order of headings are given below in the table:

b) Front matter	14. Title Page 7. Contents Page 13. Acknowledgements 12. Abbreviations 8. Executive summary 9. Descriptive summary 10. Informative summary) 11. Abstract
c) Main text	2. Introduction 3. Discussion 1. Conclusion
a) Back matter	6. Appendices 5. Glossary 4. References

CHECKLIST



After you have written the first draft of your report, put it aside at least for a few days so that you can re-read it more critically.

This is a checklist for you when redrafting, rewriting and editing your report.

Before you finalise your draft, please, ask yourself and give the answers for the questions given below:

No.	Questions	Yes	No
1.	Does your report deal with the topic of your research?		
2.	Does it correspond to the aim of report?		
3.	Does it cover all the main aspects and in sufficient depth?		
4.	Is the content accurate and relevant?		
5.	Is the material arranged logically?		
6.	Is each main point well supported by examples and arguments?		
7.	Is there a clear distinction between your ideas and those you have brought from other authors?		
8.	Do you acknowledge all sources and references?		
9.	Is the length of your report right for its type and purpose?		
10.	Is it written plainly and simply, without clumsy and/or obscure phrasing? (A good way to test these is to read it aloud)		
11.	Is the grammar, punctuation and spelling acceptable, and is it neatly and legibly written?		

After examining your report (title, abstract, introduction, methods, results, discussion, conclusions, references, etc.) using this checklist, redraft and edit the report.

Do not forget about the format!

Be success in writing reports!

Навчальне видання

Зуєнок
Ірина Іванівна

Writing Reports
Практичний посібник до складання англійською мовою
звітів про наукові дослідження
(для студентів, магістрів, спеціалістів і аспірантів)

Навчальний посібник

Редакційно-видавничий комплекс

Підписано до друку 09.01.04 Формат 30x42

Папір Captain. Ризографія. Умовн. друк. арк. 2,8
Обліково-видавн. арк. 3,1 Тираж 150 прим. Зам.№

Підготовлено до друку та видруковано у Національному гірничому
університеті

49027, м. Дніпропетровськ – 27, просп. К.Маркса, 19.

