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He whakawhitinga ki te whare wānanga:

He rauemi tēnei hei tautoko i ngā tauira Māori ki te tuhituhi i te reo Ingarihi

Bridging to tertiary study:

A support resource for academic writing in English for Māori students

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Executive summary

This small-scale project was conducted over a period of only a few weeks in January and February 2015. The overall objective of the project was to measure the extent to which a tailor-made series of academic writing units could support the English writing skills of Māori students entering tertiary study and/or of Māori students who were already enrolled in tertiary study but experiencing low levels of success. The intention of the work was to make a contribution to the capacity of Māori students to respond appropriately to the English writing demands that are made of them in tertiary education contexts and to support staff who assist them in doing so. A four unit instructional resource, founded in current best practice in genre-based approaches to English academic writing, was developed for the project. The units aimed to make explicit what is often implicit, that is, precisely how texts that emulate those produced by successful members of academic communities of practice are constructed. The units were presented to the students in power point form and, in the spirit of a 'just for me; just in time' (Australian Government Office for Learning and Teaching, n.d) approach to learning, the units were available on line for the students to access in their own time. At the end of the project, the students were asked to complete an anonymous on-line questionnaire where they evaluated various aspects of the project. The data gathered in this final phase of the project indicate that the students found this approach to supporting engagement in, and enhancement of, academic writing instruction in English very useful and interesting even though, as members of the digital native generation (Prensky, 2001) they did not always find the delivery mode ideal.

[1] This project had ethical approval from the ethics committee of Te Pua Wānanga ki te Ao (the School of Māori and Pacific Development) at the University of Waikato.

1.0 Introduction

There remains a significant gap between Māori and the rest of the population in terms of success in tertiary education. (Ministry of Education, n.d, p.5) Anecdotal evidence suggests that many Māori, particularly those whose schooling was conducted in a Māori-medium context, have difficulty in writing assignments in English in an appropriate way and to an acceptable standard, yet many are reluctant to seek help, particularly from non-Māori staff. The aim of this project was to assist Māori students by designing and trialling a number of units (4) of a self-access English academic writing resource intended primarily for Māori students and centring on issues of relevance and significance to Māori. A sample of Māori students was asked to trial the units, and to report their responses in focus group discussions and self-completion questionnaires. The units in the resource have been revised wherever this was possible and will be made available as a set of self-access power points.

2.0 Background

The success rate of Māori students within the New Zealand education system is poor according to a representative sample of research reports and papers reviewed and synthesized by Earle (2007). This is also reflected in more recent analyses by the Tertiary Education Commission (hereafter TEC) (2013) and Ministry of Education statistical reports.[2] There are a number of key points made in Earle's report which have been central to the development of the support resource for students in this project. These are listed below:

- Māori students have the lowest rate of progression from school to tertiary study of any ethnic group.
- The number of Māori moving from school to degree level study is increasing. However, the participation rate in degree level study for Māori aged 18 to 19 has increased only slightly and remains at less than half the rate for all students.
- Performance at school has a higher correlation than any other factor with the success of Māori school-leavers in their first year of degree level study. Success in first-year study is more closely linked with retention rates after the first year than any other factor. Continued success in courses is closely related to qualification completion.

[2] www.educationcounts.govt.nz

- Māori students enter degree level study with, on average, lower level school qualifications and lower level National Certificate of Educational Achievement (NCEA) results than their non-Māori peers, see for example TEC (2013).
- Māori students who had the same level of performance in NCEA as non-Māori did slightly less well on average in their first-year degree studies.
- Once factors such as school achievement are eliminated, a significant factor affecting the average performance of Māori students is the type of institution they attend. Māori school leavers who study at universities with a higher proportion of first degree level (and above) students are less likely to pass 75% or more of their first-year courses than Māori school leavers at other institutions. However, Māori students who are successful at these institutions are more likely to continue in study and complete a qualification than Māori at other institutions.
- Māori school-leavers who have completed at least three years of equivalent full-time degree study are less likely to have gained a qualification than other Māori students if they have failed several courses, switched between degree programmes and/or studied part-time.

As indicated in *Ka Hikatea 2013 - 2017* (Ministry of Education), there have been improvements in participation and achievement rates at higher levels in tertiary education for Māori students in recent years. For example, the number of Māori students enrolled in qualifications at Bachelor's level or higher increased from 21% of Māori students in 2007 to 28% in 2012. There has also been an overall increase in tertiary level course completion. However, it remains the case that there is a significant gap in overall tertiary education success rates between Māori and the rest of the population.

For many Māori students, meeting writing requirements in tertiary educational contexts is challenging. This is often particularly the case for those students whose schooling has been conducted in whole or in part through the medium of te reo Māori. While many of these students have little difficulty in developing what Cummins (2008) in his international study of student writing capacity refers to as 'basic interpersonal communicative skills' (BICS) in English, they appear to have considerably more problems in relation to the development of 'cognitive academic language proficiency' (CALP). As indicated in a recent research project

(Peters, 2014), this is something that is of concern to a number of parents and caregivers. As one of them (p. 170) observed:

> [We] were trying to help them and encourage them - as much as we could to improve their *taha Pākehā*, *te reo Pākehā* so that they are able to with some sort of confidence . . . to answer the questions in the exams.

Although there are some English language writing development programmes available in tertiary institutions, the lack of success of Māori students suggests that these programmes may be failing to meet the needs of Māori students. This could be because (a) because they make too many assumptions about existing competencies and are, therefore, pitched initially at too high a level, and/ or (b) they fail to take account in the development of materials of cultural and affective factors that can present significant barriers in the case of Māori students, and/or (c) their mode of delivery does not engage students who have high levels of familiarity with technology.

If the targets proposed in *Ka Hikatea* are to be met, providers need to respond in a positive and practical manner. The development of this resource is one such response.

3.0 Project Design

The overall approach to the design of the materials for the project was primarily one that emerged out of research on discourse analysis and academic writing that has been conducted over the past three decades (see, for example, Bazermann, 1994; Bhatia, 1993 &1998; Crombie, 1985a & b; Eggins & Martin, 1997; Houia-Roberts, 2003a & b; Hyland, 2004; Miller, 1994; Paltridge, 2001; Pilegaard & Frandsen, 1996; Swales, 1990). One of the project leaders had supervised a number of MA and PhD theses in the area (see, for example, Lin, 2010) and had co-authored two books designed to teach academic writing in English to Taiwanese students (Crombie & Johnson, 2009; Johnson & Crombie, 2013).

Academic discourse involves “peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing” (Bartholomae, 1986, p. 4). The literature on academic writing makes frequent reference to the significance of 'discourse communities', that is, groups or networks of people who have a broadly agreed set of goals and mechanisms for communication among their members (Swales, 1990, pp. 24-27). Some examples of academic writing are more prototypical than others, that is, they conform more closely to the

practices of successful members of the academic community. However, few of those who can produce writing of this type are able to articulate precisely what is involved and, hence, provide novice writers with the guidance they generally require. The instructional resource developed for the project aimed to make explicit what is often implicit, that is, precisely how texts that emulate those produced by successful members of academic communities of practice are constructed. The intention of this work is to make a contribution to the capacity of Māori students to respond appropriately to the English writing demands that are made of them in tertiary education contexts and to that of academic staff to assist them in doing so. As Houia-Roberts (2003b, p. 66) maintains; "Appropriate models can be liberating in that they provide an authentic cultural resource as a starting point for the exploration of new possibilities and individual creativity".

3.1 Analytical approach

The analytical approach to the project construction involved:

(a) making use of existing research in the area of academic writing to determine the various issues relating to writing academic texts in English that have been found to present particular problems for novice writers of academic texts (e.g. drawing conclusions on the basis of evidence in the context of a text which is arguing a case for a particular point of view;

(b) deciding on an instructional approach that focused on these issues;

(c) selecting several genres for inclusion in the instructional units that have been the focus of this project;

(d) designing each of the units around themes that were of relevance to contemporary Māori (e.g. differences between traditional and current approaches to information and information transfer);

(e) designing instruments to be used in the evaluations following the trialling of the instructional units,

(f) identifying and contacting potential participants for running the trials;

(f) revising the instructional units in line with the advice and feedback of those involved in the trials wherever possible;

(g) arranging for the revised units to be widely available.

3.2 Project phases

The first phase of the project involved the production of culturally relevant materials made up of four self-access units. These units were:

1. Introduction understanding about writing
2. Writing explanation texts
3. Writing argument texts
4. Supplementary language resource

The units are attached as copies of power point slides in ***Appendix 1***.

The second phase of the resource involved the design of instruments to evaluate the resource from the perspective of the students. A simple questionnaire was designed along with questions for the focus groups and the semi structured interviews.

The third phase of the project was focused on transferring the 4 units into a power-point format that would allow a degree of interaction and would also allow students to self -correct some of the tasks with which they were engaging. The power points slides were made available to the students via Moodle, the assumption being that familiarisation with the University's eLearning platform would support their overall academic progress and foster student interaction.

The fourth phase of the project involved recruiting students to participate in the trials of the units. This process involved contacting the Māori student mentors in each of the faculties and schools and asking for recommendations about students that fitted the criteria and who might therefore be appropriate participants. In the final analysis, 11 students began the unit trials with 10 completing. The students had four weeks overall to complete the units.

The final stage of the project was the completion of the questionnaire and the focus group interviews. The results from these group meetings are reported in the following section of this project report and attached as ***Appendix 3***. In order to protect the identity of the students and to remove the project leaders from the feedback section of the project, the questionnaires and focus group discussions were conducted by a Māori PhD student who was engaged as the project assistant.

The materials have been revised, wherever possible, to take account of student feedback. Other feedback, while very useful, has not been able to be acted upon within the scope of this project but it provides useful information and suggestions for future revisions of the materials and provides the basis for potential future research projects.

4.0 Report on data from the post-project questionnaire

The principle outcomes of the project are expressed through the data gathered from the student questionnaire. This was administered through SurveyMonkey[3] and the data are reported below. The information is also summarised and attached in ***Appendix 2***

4.1 Identifying the target audience

The main criteria for establishing the trial group involved selecting students who were in their first year of study but this was later opened to any student studying in any year, and who identified themselves as Māori **(Q1).** A small sample of students (12) enrolled at Waikato University were, therefore, selected to participate in the pilot project.

4.2 Participants' details

The participants' ages **(Q2)** - from highest to lowest - included: 21-25 years (62.5%), 16-20 years (25%), 26-35 years (12.5%) and over 35 (0%). For students **(Q3)** who were *about to begin* studying for a first degree, a total of 14.29% answered 'yes' while 85.71% indicated 'no'. Effectively, the report shows that all students **(Q4)** were already involved in studying for a first degree. It also indicated that students were **(Q5)** enrolled in a range of subject areas across degrees including: BMS & BSc (3), Environmental Studies (1), Law and Media (1), Media and Creative Technology (2), Psychology (1), or Social Science (2) and Māori & Pacific Development (2). The project trial was run over the first 4 weeks of Semester A, in 2015.

[3] https://www.surveymonkey.com

4.3 Designing and implementing the survey-based questionnaire

After establishing the target group, it was decided to use a survey-based questionnaire as the main method for the collection and analysis of feedback data. The questionnaire comprised 15 questions including open, closed and multiple choice questions and participants' written responses. It was designed using automated online software and a link to the survey was delivered to students' email. When students completed the questionnaire, the results were stored in the software programme and then analysed. A range of questions were designed, trialed and revised before the questionnaire was finalized.

4.4 *Participants' difficulties in writing academic assignments*

The survey found that in **(Q6)** 62.5% of students had past difficulties in writing assignments in English while 37.5% experienced no difficulties. In **(Q7)**, participants' reasons for difficulties included:

- lack of writing skills and knowledge to produce appropriate academic assignments. Students reported having difficulty with understanding and using subject related terminology;
- low self-esteem and confidence also contributed to difficulties in writing assignments in English. Students reported being unwilling to share their difficulties with others, particularly with lectures, for fear of being judged and feeling embarrassed;
- a misunderstanding of assignment instructions. Students reporting a lack of understanding of teacher expectations for assignments.

All students indicated in **(Q13)** that these difficulties from 'most difficulty' to 'least difficulty' arose from:

- overall assignment structuring (87.5%)
- grammar (62.5%) and vocabulary (62.5%)
- punctuation (50%)
- paragraphing (37.5%)
- other (12.5%).

In **(Q14)**, the '*other*' category indicated a dislike for referencing.

These figures were based on students' selection of multiple choice answers in relation to these questions.

4.5 *Completion time*

From the 'least time' to 'most time' each student spent completing the three main units ranged from 1 hour to 20 hours **(Q8).** The students reported that the supplementary language resource (SLR) often took longer to complete than was anticipated **(Q9).**

4.6 Completing the units and SLR

The survey asked students **(Q10)** to give an overall impression about each unit they completed ranging from 'very interested' to 'not useful at all'. The following **Table 1** indicates students' responses across different units and their selected categories only.

Units	Very interesting & very useful	Interesting & useful	A little interesting & a little useful
Unit 1: Introduction	37.50%	50.00%	12.50%
Unit 2: Writing explanation texts	50.00%	37.50%	12.50%
Unit 3: Writing argument texts	62.50%	37.50%	0.00%
Unit 4: Supplementary language resource	50.00%	50.00%	0.00%

Table 1: Summary of student responses

While the participants found unit 4 less interesting, overall, more than 50% of the participants indicated 'very interesting' and/or 'very useful' across all three units and the SLR. The reasons for the students' very positive responses to Q10 included:

- the facilitation of good writing practices;
- time for students to study in their own time and their own work place allowed;
- help with motivation, and self-confidence, and interaction with tutors;
- help with the development of an understanding of academic writing principles in a simple way;
- help with revision, and referencing;
- clarification of terminology and concepts associated with writing assignments in English.

The students reported that the use of interactive tasks and tables consolidated learning, broke up the tedious chore of reading through the units and improved focus. Despite these responses, students also indicated that some tasks required more work than others but that the units as a total resource were helpful for students with on-going struggles during their study **(Q11)**.

4.7 *Working with other units*

As a follow-up question to **Q10** the majority of participants indicated in **(Q12)**, from 'highest rated' to 'lowest rated' that they would be 'interested (50%)', 'a little interested (37.5%)', or 'very interested (12.5%)' and 'not interested' (0%) in working with additional units relating to academic writing.

4.8 *Indicative conclusions drawn from the questionnaire data*

The report profiles a small group of young Māori students actively engaged in the pursuit of tertiary education across a range of subject areas for personal and professional goals. It indicates some of the difficulties these students have experienced when writing academic assignments in English (see 4.4 above) and some reasons for these. The report indicates that the units and SLR have been useful to students whether new or familiar with the information presented in the resource as a means to facilitate comprehension and to develop practical skills associated with the production of academic writing. It also highlights students' experiences with using and completing the units in terms of time and overall impressions of students' interests in the current and future resources. As a result, (Q15) the presentations could include:

- less writing;
- more interesting activities – these are seen as a major motivator for students to read and complete all units from beginning to end;
- more user-friendly interface and software to deliver better presentation of information to engage students' interest and interaction.

The information drawn from the questionnaire responses indicate the need for this kind of resource as a tool to help new students make a meaningful transition from secondary school to tertiary study and to provide revision for current students. It should be noted that, because of the small number of participants that any conclusions drawn are indicative rather than conclusive but it is clear that the information emerging from the project evaluation instruments will serve to inform future resources in terms of overall design and implementation.

5.0 Report on data from the focus group meeting

Most of the students reported having had problems with writing in English. Some key comments from the focus group meeting are:

> I've had heaps of problems with my writing cause sometimes I don't understand the question. So, I write heaps and hopefully whatever I write some of it covers the answer.
>
> I didn't do English (as an option) at high school because I found te reo easier but once I came to university I found it hard to write an assay in English with the grammar and things like that. There was also understanding questions where I didn't know what the lecturer wanted me to write. So, being in economics at the moment, and writing about the advantages and disadvantages of economic theory and being a concise essay I didn't know exactly what he was asking, for example, was is it meant to be creative or straight fact. It's just hard to know what to write about.
>
> Going from high school to university the different interpretations of words like examine and describe etc. were different to what I was used to at high school as they go into more depth whereas at high school you covered the basics but don't go right into it.

Significantly and as predicted, students do not ask directly for help rather they try to manage the issues alone. Where help was sought it was often too late to have any bearing on achievement. This is reflected in comments such as:

> I got help from friends last year who helped me understand it better and gave me feedback in terms of what I was doing wrong.
>
> When I came to university it wasn't really hard where to go to ask for help. I know that there's an English department in Management and if I did my essays early enough I would go there but I don't.
>
> You can get a little whakamā[4] about asking for help because sometimes looks can make you think that this might be a silly question and I just look dumb to them and so I went to Google, which became my friend and help on how to describe and examine things. That's where it comes in handy as it uses diagrams and tables and is easy to refer to back to if I need to break down a question to an assignment or essay. You can Google examples or past essays and sometime you find them on Moodle.
>
> Because I don't like asking for help, I use Google, as well. I would just search on Google and try to get a better understanding and start from there but I did that for the first year and a half and then I started getting help from Māori support in FASS who were very helpful in my last semester. However, I mainly use Google.
>
> I was just too shy to ask for help.
>
> You don't know what to do or what to ask because sometimes I would think well what do I ask, could you do it for me.
>
> Using Google was time consuming as there were so many different interpretations online to find and then you kind of understood each interpretation but then you didn't know how to apply that to what I was trying to answer. So, it took a long time, such as researching. It was helpful in the end but it was time consuming and because I spent so much time on that part of the essay or question it didn't leave much time for other parts only because I left it to the last minute.

[4] embarrassed, shy or uncomfortable

> It's not until you get your grade back really that you know what you've done wrong. There's not really anyone out there that can tell you or go over your assignment. I mean you can't show the lecturer as they won't do that or can't look at it. So, it's not until you get feedback that you know what to do and now I've got to wait for the next assignment and is the feedback going to be good for the next one.

When asked if the project units had helped them to improve their writing, the participants were generally positive.

> Some of it was helpful even though I'm in my third year I still need help with structuring my writing because it's loose and it's all over the place. However, I should know better.
>
> I think it was a good recap. Filling that gap between high school and university. I think it would be a very good course for people going from high school to university.
>
> It drilled in old habits of how to structure and I used it as a tool for my assignment during the holidays and hopefully I think that the essay mirrors how its being presented in the units. So, that was easy rather using Google. I did the assignment and then went back to see if I had covered the points that were in the units and I did.

A useful summary of the overall tone of feedback from participants can be found in the following commentary:

> I think they [students] would use it. I would. It's a compact resource kit that'll help students learn key terms more effectively. It'll save time for students who are unfamiliar with the terms by not having to gather information from different sources; it's all in one place. Personally, I'll go to the library website for help before going to the library staff - the same could probably be said about this resource. Also, some students don't like to leave their comfort zone like asking for help or advice; this resource will solve that issue. But, of course they'll need to eventually ask for help in other areas but this resource would give the student ample time to dictate when they're ready to leave their comfort zone. The resource is a great tool to use for transitioning from secondary to tertiary level. The resource being FREE is a BONUS!

6.0 Contribution to existing knowledge, outcomes for learners

It was anticipated that this small pilot project would contribute to existing knowledge and understanding of ways in which Māori students at tertiary-level could be helped to overcome the problems they experience in writing academic assignments in English and, in particular, the ways in which they respond to instructional materials that are designed specifically to be of contemporary relevance and cultural significance. The perceived benefits to learners that have emerged from the project include:

i) an increased awareness of the ways in which academic discourse is typically constructed;

ii) increased competence in producing written text in English (particularly in response to assignment questions) that emulate those produced by successful members of academic communities of practice.

In 2013, the University of Waikato (had 2,290 enrolled Māori students (the highest percentage of Māori students in any of the New Zealand universities) all of whom, along with the staff who are responsible for their academic welfare, could potentially benefit from the instructional resource that has been an outcome of this project. In that the intention is to make the resource freely available, the resource could potentially also be of benefit to a considerably higher number of Māori students engaged in tertiary level study in Aotearoa. Future uptake of the use of the resource will depend on further dissemination of the outcomes of this project.

7.0 Recommendations

This was a small-scale project which was conducted over a period of only a few weeks. While the short time frame of the project and the small cohort of students suggest that any outcomes emerging from this project should be indicative rather than conclusive, the very positive reactions from the participants have led to a number of specific recommendations that the project team wishes to advance. These recommendations are that:

- there would be value in seeking to expand the current resource into a complete English language-based academic writing resource with extra units that cover additional aspects of academic writing. It is be envisaged that an expanded resource, building on the units already developed, would include a wide range of model texts and writing tasks, would start very simply and build gradually towards the creation of fully referenced sample academic assignments.
- any future development of the resource consider the issue of the delivery mode of this type of material. While the students found the approach to supporting engagement in, and enhancement of, academic writing instruction in English adopted in this project to be very useful and interesting, it is equally clear that the delivery mode did not always directly appeal to students who belong to a digital native generation (Prensky, 2001). In itself, the question of delivery mode provides scope for further investigation and the basis for a future research project.
- tertiary providers be made aware of the fact that this group, which undoubtedly is representative of Māori students across the sector, expressed strong feelings of resistance to asking for help from the sources at the institution. The development of effective strategies to combat this resistance could provide the basis for further research activity.

- the findings which emerged from the overall project be made available through future seminars or workshops.

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Instructions

1. You must enable ‘Macro’ to view this presentation;
2. For tasks, type your answers in the text boxes provided and click ‘check answer’ button;
3. Press X button top right or ESC button on keyboard to exit the programme;
4. Upon exit, you can choose to save your answers in the tasks by selecting ‘yes’;
5. Use arrows below to go to next or previous slide.

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Start Unit

Bridging to Tertiary Study: A support resource for Māori students

Diane Johnson & Sophie Nock

Unit 1

Thinking about writing

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Introduction

Do you want to be a confident writer? Do you want to produce well-organized and accurate texts? If you do, then you need more than good vocabulary and accurate grammar and punctuation. Although vocabulary, grammar and punctuation are important, it is equally important to know how to signal relationships between clauses and sentences, how to construct coherent paragraphs and how to organize texts that have different communicative purposes.

Every time you write, you need to think about why you are going to write (your purpose), who will read your writing (your audience), what you are going to write (your content) and how you are going to organize your writing (your writing plan).

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Your purpose

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Your purpose

In this resource, we have organized the various texts we will examine according to the main purpose or purposes. For example:

- When you tell your readers how to do something, such as how to use a new computer programme, you are *instructing*, that is, you are writing *an instruction text;*
- When you tell your readers how and why certain things happen, such as how clouds form in the sky, you are *explaining*, that is, you are writing *an explanation text*;
- When you tell readers how things can be grouped in terms of similarities and differences, you are *classifying*, that is, you are writing *a classification text*;
- When you tell your readers what events happened in the past and in what order they happened, you are *recounting*, that is, you are writing a *recount text*;
- When you express a point of view to your readers and support that point of view with reasons, you are *arguing,* that is, you are writing *an argument text*.

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Your purpose continued…

Sometimes, you might want to do more than one of these things *in the same text*. For example:

Your purpose might be to tell your readers what events happened and in what order they happened and also how and why they happened. In that case, you will be *recounting* and *explaining*. Your text will be a blended text that combines different functions.

If you are sending an email or text to a friend, you might want to tell him or her that you went to a kapa haka competition the previous week and lost your guitar. You might list a series of events that led up to losing your guitar (recount) and also write about how and why these events happened (explanation), or you might list a series of events that happened to you at college the previous week (recount), explain how and why these events happened (explanation), tell your friend how to get to your college to attend a kapa haka competition you will be performing in later in the month (instruction), compare and contrast some new music DVDs that you have bought (classification), and present a case in favour of voting for one politician rather than another at next week's election (argument). Some text-types, such as emails and personal letters, often combine a range of purposes. These are referred to here as 'blended texts'.

Texts can have one main function: recounting, instructing, arguing, explaining and classifying. There are also blended texts that combine a number of different functions.

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Your purpose continued…

In Unit 2 of this writing resource, we introduce you to texts with the primary function of explaining. In Unit 3, we introduce you to texts with the primary function of arguing.

Each of the different types of writing may involve description. If, for example, you are recounting events that happened in the past, you may want not simply to list them but also to describe them and you may also want to describe any people or animals who/which were involved in these events. If you are instructing your readers about how to make rewena bread, you may wish to describe what it looks and tastes like. If you are arguing that certain computer games are good for developing particular skills, you may begin by describing these games. Both explaining and classifying involve description. When you are classifying things into types, the emphasis is on what (what the similarities and differences are); when you are explaining, the emphasis is on how and why (for example, how and why a particular thing works). Blended texts that combine classifying and explaining are very common. If, for example, you are asked to discuss the difference between LCD and plasma televisions, you will almost certainly discuss what their similarities and differences (classification) are and also how each of them works and why each has advantages and disadvantages in different situations (explanation).

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Your purpose continued…

Here is an outline of the main purposes of writing:

PURPOSE OF WRITING (TEXT LABEL)	DETAIL
Recount	Tells readers what events happened in the past. This can be either factual (real) or fictional (imaginary).
Instruction	Tells readers how to do or make something.
Argument	Expresses one or more points of view, with reasons.
Classification	Groups things in terms of similarities and differences.
Explanation	Tells readers how and why certain things happen.
Blended	Combines some or all of the above.

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Task 1

Look at the extracts from texts below. Then look at the table that lists five functions of writing. Beside each writing function, type the number of the text extract that has that particular function in the relevant boxes. When you have finished the task, click button to check answer.

Text Extracts:

1. Turn your computer off before you install the new software. Read all the instructions before you start.

2. Students should be free to choose what to wear to school so that they can express their personality in the clothes they select.

3. There is a layer of ground water because water has gradually trickled through the rocks and then settled.

4. They divided us into two groups. The students who had studied French before were in one group, and everyone else was in the other group.

5. We started our day out by visiting my friend's marae and then went to see her aunty. Later on, we met some friends and went to a movie together.

Writing Purpose	Text Extract Number	check answer
Classification		4
Recount		5
Instruction		1
Explanation		3
Argument		2

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Your purpose continued…

If you are asked to complete an assignment task or an examination or essay question, it is important to think about the task or question before you begin writing in order to work out what type of writing you are expected to do. In most assignment tasks and examination and essay questions, you will find keywords that indicate the type of writing you should produce. Some of these keywords are very easy to interpret, but others are more difficult. Look at the examples of writing tasks below. In each one of these tasks, the keywords (in bold type) directly indicate that a particular type of writing is required.

- Write a series of instructions for performing a Māori action song.
- Explain how Māori use stars for navigation.
- Argue the case for more funding for kōhanga reo.
- Classify karanga into types.
- Recount the events that happened at last year's Waka Ama national championships.

Sometimes, you will find more than one keyword in a task. This usually means that you are expected to create a blended text, that is, a text that includes more than one type of writing. Here is an example.

Recount the events that happened at a hui you helped to organize last week. Explain how decisions were made about how the hui was organized and argue the case for making next year's hui much bigger.

Task 2

Look at the assignment tasks below. Type the keyword or keywords that tell you what type of writing is required in each case in the box provided. When you have finished the task, click button to check answer.

1. There are many different types of musical instruments. Provide a classification of each type and explain the differences among them.

2. Explain the process involved in fishing for eels in the traditional Māori way.

3. Write instructions to help a student who is new to your college.

check answer

1. classification and explain
2. explain
3. instructions

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Your purpose continued…

In some cases, the keywords in assignment tasks are not as obvious as they are in the examples on the previous slide. You may have to think very carefully before you decide what sort of writing is required. There are many different keywords that signal that you are expected to argue a case. Here is an example.

- Consider the advantages and disadvantages of making te reo Māori a compulsory subject in all schools in Aotearoa.

The keyword in the task above is 'consider'. Usually, when this word appears in an assignment task you are expected to present an argument. In this case, the question includes the words 'advantages and disadvantages' which also tells you that you are expected to present an argument for and against making te reo Māori a compulsory subject in all schools in Aotearoa.

Another keyword that indicates that you are expected to write an argument text is 'justify'.

- Justify the belief that te reo Māori should be a compulsory subject in all schools in Aotearoa.

In this case, you are expected to provide an argument for a particular belief.

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Your purpose continued…

Now think about the use of the keyword ‘outline’ in the two tasks below.

- Outline the main similarities and differences between MP3 and MP4 players.
- Outline the main stages in the development of one type of popular music since 1950.

In both of these tasks, the keyword ‘outline’ appears. However, you need to look carefully at the rest of the task in order to work out exactly what type of text you are being asked to write.

In the first case, you are asked to outline the main similarities and differences between MP3 and MP4 players. This is likely to involve classification. In the second case, you are asked to outline the main stages in the development of one type of popular music since 1950. This is likely to involve a recount of the main stages in the development of that type of music.

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Task 3

Look at the questions below (in which keywords are highlighted in red) and try to decide what type of writing is likely to be required in each case. Type your response in the box provided. When you have finished the task, click button to check answer.

	Question	Writing Type	check answer
1	Why do you think some people believe that women have more difficult lives now than they had a century ago?		Argument
2	Make up a list of recommendations that people should follow when they are trying to save money on their electricity bills.		Instruction
3	How should people dispose of used batteries and why is it important not simply to take it to a general garbage disposal centre?		Explanation and Argument
4	What are the main similarities and differences between LCD televisions and plasma televisions?		Classification
5	What are the main similarities and differences between LCD televisions and plasma televisions and how does each of them work?		Classification and Explanation
6	What were the main stages in the development of telephones?		Recount

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Task 4

Look at these keywords and decide what kind of writing each one is most likely to require. Put a tick [✓] in the appropriate box. When you have finished the task, click button to check answer.

Keywords check answer	Recount	Instruction	Argument	Explanation	Classification
Trace (e.g. 'trace the development of cell phones')	✓				
Critique (e.g. 'provide a critique of a book you have read recently')			✓		
Justify (e.g. 'justify the view that murderers should be jailed for life')			✓		
Instruct (e.g. 'instruct a new computer user in the use of icons')		✓			
Outline (e.g. 'outline the main characteristics of fish and mammals')					✓
Compare and contrast (e.g. 'compare and contrast the behaviour of cats and dogs')					✓
Explain (e.g. 'explain how clouds are formed')				✓	
Debate (e.g. 'debate the advantages and disadvantages of speech recognition software')			✓		

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Your Audience

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Your audience

We have considered WHY you are going to write (your purpose). Now we need to consider WHO you are going to write for (your audience).

Let's think about instructions. Many people throughout the world are familiar with Internet banking. They know how to deposit money and how to transfer money from one account to another. On the other hand, some people from less developed countries may not be familiar with Internet banking at all. Therefore, if you are asked to write instructions for using Internet banking to pay bills, you will need to find out as much as possible about the people who are likely to read these instructions. If you provide more information than your readers need, it will take them longer to follow the instructions than necessary. If you provide less information than your readers need, they may not be able to follow the instructions at all. Your job as a writer is to try to find the right balance.

Task 5

The following set of instructions is for making rewena bread. Who do you think might find these instructions useful? When you have finished the task, click button to check answer.

Rewena bread

1. Peel and dice a large potato. Place in a pot with 1 cup water. Cover and simmer until mashing consistency. Mash and cool to lukewarm. Add 1 cup of flour and 1 teaspoon of sugar. Mix to a firm texture then cover and allow to sit in a warm place for 24-48 hours.

2. After 24-48 hours, set aside one tablespoon of dough in a large Agee jar. Cover and keep in a warm place. Feed one day with a 1/2 cup of warm potato water then the next day with 1 teaspoon of sugar. This is your base for making future loaves. Skip this step if you are only making one loaf.

3. Mix 5 cups of flour, 1 teaspoon of salt and 1 teaspoon on bicarbonate of soda. Pour in the mixture from step one and then mix. Add more water if needed. Kneed for 10 minutes. Put in a greased dish then set in a warm place to rise. Place in a cold oven (do not preheat) and bake at 180 degrees Celsius for one hour.

Write your answer here:

check answer

To follow these instructions, you would need to know what an Agee jar is and you would also need to understand some basic cooking terms, such as 'kneed'.

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Your Content

Your content

You need to think about WHAT you are going to write (the content). Before you do that, it is important to think carefully about the purpose of your writing and about your audience. This is because your purpose and your audience will have an effect on your content.

Imagine that you are an expert in whaikōrero or karanga and that you have been asked to (a) talk about their origins and (b) explain the way in which the various components of each are organized. If your readers already know a lot about whaikōrero and karanga, you can include some more detailed information and specialist vocabulary. If your readers know nothing about them, you need to include less detailed information and specialist vocabulary. Your audience will affect how much information you provide and how complex that information can be.

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Task 6.1

There are two different definitions of karanga - one on this slide, the other on the next slide. Who do you think the audience might be for each of them? When you have finished the task, click button to check answer.

1. The karanga (call) is part of a traditional Māori welcome ceremony. It involves an exchange of calls, usually performed by women, that takes place between hosts and visitors. Karanga begin with a call by the hosts and a response by the visitors. The karanga may be performed by several women. Karanga involve greetings and also pay tribute to the dead of each other's acquaintance (especially those who have recently died) and also refer to the reason the groups have come together.

Write your answer here:

check answer

Readers of a short introductory booklet about society in Aotearoa.

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Task 6.2

Now look at the second definition of karanga. Who do you think the audience might be for this definition? When you have finished the task, click button to check answer.

2. The karanga (call) is part of a traditional Māori welcome ceremony. It involves an exchange of calls, usually performed by women, that takes place between hosts and visitors. Karanga begin with a call by the hosts and a response by the visitors. The karanga may be performed by several women. Karanga involve greetings and also pay tribute to the dead of each other's acquaintance (especially those who have recently died) and also refer to the reason the groups have come together. The kaikaranga (those who perform the karanga) usually know a lot about the history of the tribe and are skilled in the use of whakataukī (proverbs). Karanga convey information about the host tribe and aim to establish and/or highlight links between the hosts and visitors. Where karanga takes place on the grounds of a marae (the vacant area/space in front of the meeting house or the traditional gathering place where Māori perform their traditional rituals), they continue until the visitors stop in front of the wharenui (traditional meeting house) in an expression of respect. After a period of silence, a final karanga is sometimes performed by a host kuia (female elder) to indicate that the visitors should take their seats.

Write your answer here:

check answer

First time visitors to a marae who are not familiar with Māori culture.

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Your Organization

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Your organization

The next step in planning to write involves organizing your material. You need to work out how many different sections there will be and what will be included in each section. Generally, a text has an introduction, a body and a conclusion.

Introduction	?
Body	?
Conclusion	?

A useful basic pattern (or template) for organizing your material is the TTFDC pattern: Title; Topic; Focus; Detail; Conclusion. Look at the outline below to see how this relates to the introduction, body and conclusion of your writing.

Introduction	1	Title
	2	Topic
	3	Focus
Body	4	Detail
Conclusion	5	Conclusion

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Your organization

In the **TTFDC** pattern, each text has a **TITLE**. Next is a general outline of the overall **TOPIC**.

This is followed by the **FOCUS** section where readers learn what particular aspect of the topic the writer intends to focus on. This is also the section of the text where readers may be introduced to the writer's perspective or point of view on the topic. In student essays, the **FOCUS** section often provides a preview of what type of thing will be included in the **DETAIL** section.

The **DETAIL** section is the main part of the text. This is where most of the information in the text appears. For example, if the overall purpose of the text is to provide instructions, this is the part where the instructions appear. If the overall purpose is to recount a series of events, this is the part where these events will be recounted.

The **CONCLUSION** section often provides a summary of what has preceded along with a comment on it. This often involves a re-statement of the topic and focus sections of the text.

Introduction	1	Title
	2	Topic
	3	Focus
Body	4	Detail
Conclusion	5	Conclusion

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Task 7

In the following text, the parts are in the wrong order. Try to rearrange the parts and associate each of them with one of the following: TITLE; TOPIC; FOCUS; DETAIL; CONCLUSION. Type the number of the appropriate part in the box. When you have finished the task, click button to check answer.

Text segment			No	Text Parts	check answer
Introduction	1	Title		Hip Hop music began in a poor area of one North American city almost forty years ago but it is now very popular around the world. It is now performed, often accompanied by energetic dancing, around the world.	3
	2	Topic		Hip hop is sometimes referred to as 'rap'. It is a type of music that involves speaking to musical rhythms.	2
	3	Focus		How did Hip Hop begin?	1
Body	4	Detail		Although young people often believe that Hip Hop music is anti-establishment, commercial music companies make a great deal of money from it and it probably contributes as much to the North American economy as classical music does.	5
Conclusion	5	Conclusion		Hip Hop began in the Bronx, New York City, in the 1970s, largely among young people of African and Latin American descent. At clubs in the Bronx, there was often a Master of Ceremonies (MC). The job of the MC was to talk to the audience. MCs introduced Disk Jockeys (DJs), greeted members of the audience, encouraged people to dance and told stories and jokes. Sometimes MCs spoke when the music was playing. Some of them began to speak in time with the beat of the music. They often did this when funk or rock music was playing. Then they began to use words that rhymed (e.g. *cat; rat; sat*). At the end of the 1970s, commercial record companies began to record the words along with the music and Hip Hop became a popular musical genre in the USA and, gradually, in other parts of the world. By the beginning of the 2000s, Hip Hop had entered the popular music charts and it is now performed in lots of different styles around the world.	4

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Your Writing Plan

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Your writing plan

The TITLE, TOPIC and FOCUS sections of a text are very important in terms of the overall planning, orientation and scope of the whole text. The TITLE provides an overview of the content of the writing, the TOPIC section generally re-states and expands on the title of the text and the FOCUS section generally limits the scope of the content of the text.

Imagine that you have been asked to write about access to the Internet. This is a very broad topic so you might ask what aspect you should write about. If the answer is that you should write about access to the Internet by teenagers in Aotearoa, you would be in a much better position to begin to plan your writing. However, you would still need further information. Let's suppose that you have asked further questions about the topic and have narrowed it down to: The increase in cell phone use by teenagers in Aotearoa between 2009 and 2012.

This allows you to have a very clear TITLE, TOPIC and FOCUS section. For example:

1	Title	The increase in cell phone use by teenagers in Aotearoa between 2009 and 2012
2	Topic	There was a dramatic increase in access to the Internet by teenagers in Aotearoa between 2009 and 2012.
3	Focus	This assignment will examine the significant increase in access to the Internet by teenagers in Aotearoa between 2009 and 2012, discussing the main reasons for it.

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Your writing plan continued…

In the construction of any text, there are some common structural elements. The table below includes five main types of writing (each associated with a different purpose) and indicates what type of information is likely to be included in each section.

Section	Recount	Explanation	Argument	Classification	Instruction
Title	Your title should indicate what your text will be about in a general sense.				
Topic	Your topic section should provide more specific detail about the content of your writing.				
Focus	Your focus section will usually include some information about where and when the events happened and who was involved.	Your focus section will usually indicate which aspects of the topic you are going to explain.	Your focus section will usually indicate whether you will argue for a particular point of view or provide arguments for and against different points of view.	Your focus section will usually indicate how you will describe and/ or classify (e.g. in terms of size, shape, colour or behaviour).	Your focus section will usually include a list of materials and/ or equipment that will be needed.
Detail	Your detail section will usually include a list of events (generally with some details about each of them), often in the order in which they took place.	Your detail section will usually include information about how and why certain things happen.	Your detail section will usually include arguments for and/ or against one or more points of view.	Your detail section will usually include information about similarities and differences between things in terms of how things look, feel, sound, smell or behave.	Your detail section will usually include an ordered list of the tasks required in order to do something or make something.
Conclusion	Your conclusion section will usually include a comment about the events you have recounted and/ or indicate what happened as a result.	Your conclusion section will usually include a summary of the information you have provided, often with some final comment on it.	Your conclusion section will usually include a summary of your argument, often with a final comment.	Your conclusion section will usually include a summary of the information you have provided and may also include a comment on it.	Your conclusion section will usually include a final comment and/ or a piece of advice or a warning of some kind.

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Your Meaning

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Your meaning

Good writers convey meaning clearly. This often involves using SIGNALS to guide readers. Throughout the remaining units of this resource, you will be introduced to links between different parts of your text (such as reason-result) and signals of these links (such as 'because' and 'so'). Textual relations always have two parts: they link sentences, groups of sentences or paragraphs. Look at the following short extract from a text about hip hop music:

> In the 1970s, Hip Hop music began in New York City in night clubs attended by African Americans and Latinos. Before the music style was actually developed, the MC in nightclubs used to make commentaries to the crowd between songs - encouraging people to dance, greeting audience members, or telling jokes and anecdotes. These commentaries were the beginning of Hip Hop music.

In this extract, the word '*before*' is used to begin the second sentence. This word, like many others, operates like a language traffic signal. It tells you to look out for two or more events that occur in a particular order. This is a signal of a textual relationship of time sequence.

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Your meaning continued…

Now, look at this sentence:

The children left the birthday party early because they were sick.

Notice the word '*because*' in this sentence. This word signals that an event or action has taken place for some reason. This is a signal of the textual relationship of reason-result. Providing signals of this type to guide readers is an important aspect of skilful writing. Identifying these signals and responding appropriately to them is an important aspect of skilful reading.

We have already said that texts can be identified and labelled in terms of the purposes for which they are written. Different types of text tend to be associated with different types of text links. Certain text links tend to occur more frequently in some types of text than in others. In the following reference chart, each of the types of text we have introduced is associated with commonly occurring text links.

In the following units, you will have an opportunity to practice using these text links in your writing.

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Text	Typical text links	Example sentences
Recount Chapter 2	Time Sequence [Events that happen one after the other]	They made some notes about the topic and then planned their writing.
	Time Overlap [Events that happen at the same time as each other]	They made notes while they were reading.
Instruction Chapter 3	Reason-Result [A statement or event and the reason for it]	They checked their work carefully because they wanted to improve their grades.
	Means-Purpose [An action carried out with the hope of achieving a result]	He got lots of books out of the library so that he could read during the vacation.
	Time Sequence [Events that happen one after the other]	After their plan had been prepared, they started writing.
Argument Chapter 4 & Chapter 5	Reason-Result [A statement or event and the reason for it]	Children who do well at school may become bored because they find their school work too easy.
	Concession-Comment [Two different perspectives on the same issue]	Although she got a high grade, she still made some basic mistakes.
	Statement-Amplification [A statement followed by more information about the topic]	He was very kind and he was also very generous.
	Statement-Example [A statement followed by an example]	She often buys little gifts for her parents. For example, she bought her mother a brush and comb set yesterday.
	Condition-Consequence [A condition and a consequence]	If you get home early, I'll go shopping with you.
	Simple Contrast [Way/s in which things are different]	The girls in the class wrote better assignments than the boys.
Explanation Chapter 6	Condition-Consequence [Something that happens only on condition that something else happens]	As above
	Statement-Example [Adding an example to support or illustrate a statement]	As above
	Means-Result [How a particular outcome is achieved]	Their writing improved as a result of a lot of effort and hard work.
Classification Chapter 7	Simple Comparison [Way/s in which things are similar]	She wrote really well in English, and so did he.
	Simple Contrast [Way/s in which things are different]	As above
	Statement-Example [A statement followed by an example]	As above
	Statement-Exception [A statement with an exception]	Most fish, except sharks and flatfish, have a swim bladder.
	Statement-Amplification [A statement followed by more information about the topic]	As above
Blended	Any combination of the above	

Your Paragraphs

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Your paragraphs

A successful paragraph contains a collection of sentences with ideas on the same topic. One of the sentences in the paragraph will state the main idea of the paragraph. This sentence is called the topic sentence. The topic sentence often provides useful clues about how the paragraph connects with the rest of the text. It is often the first sentence of the paragraph. However, it can also be placed elsewhere in the paragraph. For example, it can be the second or third sentence of the paragraph or, sometimes, the final sentence. When you are not very experienced as a writer, it is a good idea to think about placing your topic sentence early in the paragraph. As you gain more experience, you can experiment by varying the placement of the topic sentence.

Topic sentences often contain a word or phrase that indicates how the paragraph will be organized – whether, for example, it will be organized in terms of *time* or *place* or *comparison* and *contrast*. Some organizational words and phrases that often occur in topic sentences are indicated in bold print in the following table alongside the organizational principle involved:

Organization type	Example sentence
Place	Hamilton **is located** in the North Island of New Zealand in the Waikato region.
Time	Hamilton **was established in** 1864 by the 4th Waikato militia.
Contrast	Hamilton and Auckland are very **different.**
Comparison	Hamilton and Palmerston North are **similar** in many ways.
List	Hamilton has **excellent restaurants, cafes, cinemas and sports facilities**.
Reasons	There are a number of **reasons** why Hamilton has so few high rise buildings.
Description	Hamilton **encompasses a land area of about 98 km^2 (38 sq mi) on the banks of the Waikato River and is home to over one hundred and fifty thousand people**.
Classification	Hamilton's population is **approximately 69.5% Pākehā/European, 21.3% Māori, 13.8% Asian, 5.1% Pacific Peoples and 2.0% Middle Eastern, Latin American and African.**
Definition	The Māori name of Hamilton, Kirikiriroa, **means 'long stretch of gravel'**.

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Task 8

Read the following topic sentences and decide what the organizational word or phrase and also the organizational type is for each one. Type the 'word' or 'phrase' and relevant 'type' in the boxes provided. When you have finished the task, click button to check answer.

check answer

Sentence	Word or phrase	Type
The climate of Aotearoa is very similar to that of parts of the U.K.		
I am going to describe Kirikiriroa.		
Here is a list of some significant Māori politicians.		
Aotearoa was first settled in the 13th century.		
First, it is important to define the word 'kaitiaki'.		
Ngāruawāhia is located in the Waikato region of the North Island of New Zealand.		
There are several types of karanga.		
I decided to visit Ngāruawāhia for a number of reasons.		
There are many differences between Māori and Pākehā culture.		

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Task 8: Answers

Check your answers below.

Sentence	Word or phrase	Type
The climate of Aotearoa is very similar to that of parts of the U.K.	similar	Comparison
I am going to describe Kirikiriroa.	describe	Description
Here is a list of some significant Māori politicians.	list	List
Aotearoa was first settled in the 13th century.	first settled	Time
First, it is important to define the word 'kaitiaki'.	define	Definition
Ngāruawāhia is located in the Waikato region of the North Island of New Zealand.	located	Place
There are several types of karanga.	several types	Classification
I decided to visit Ngāruawāhia for a number of reasons.	reasons	Reason
There are many differences between Māori and Pākehā culture.	differences	Contrast

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Conclusion

Text templates and sample texts:

In the remaining units of this writing development resource we will introduce you to text templates that will guide you in organizing your writing. We will also provide a number of examples of short texts of different kinds and indicate some typical language features of different types of texts. These are intended as a starting point for your writing. Experienced writers will often vary the organization, language and content of their writing in interesting and creative ways. Most importantly, they will almost certainly produce several drafts of a piece of writing before they are satisfied with the final result.

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Ka pai!

You have completed
Unit 1: Thinking about writing

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Instructions

1. You must enable ‘Macro’ to view this presentation;
2. For tasks, type your answers in the text boxes provided and click ‘check answer’ button;
3. Press X button top right or ESC button on keyboard to exit the programme;
4. Upon exit, you can choose to save your answers in the tasks by selecting ‘yes’;
5. Use arrows below to go to next or previous slide.

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Start Unit

Bridging to Tertiary Study: A support resource for Māori students

Diane Johnson & Sophie Nock

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Unit 2

Writing explanation texts

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Part 1

Learning how to organize explanation texts

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Section 1

Introduction

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Introduction

In this unit, we will look at explanations, that is, at writing that explains how and why things happen. We're going to do that by considering the water cycle. From a traditional Māori perspective, key elements of the water cycle can be understood through the story of the separation of Ranginui (the sky father) and Papatūānuku (the earth mother). For example, rain (precipitation) is represented as the tears of the two separated parents. Mist (water vapour) is explained as the sighs of pain from Papatūānuku. The waterways of the world are created through the tears of Ranginui and Papatūānuku combined. Below is a possible diagram to represent the water cycle from a Māori world viewpoint.

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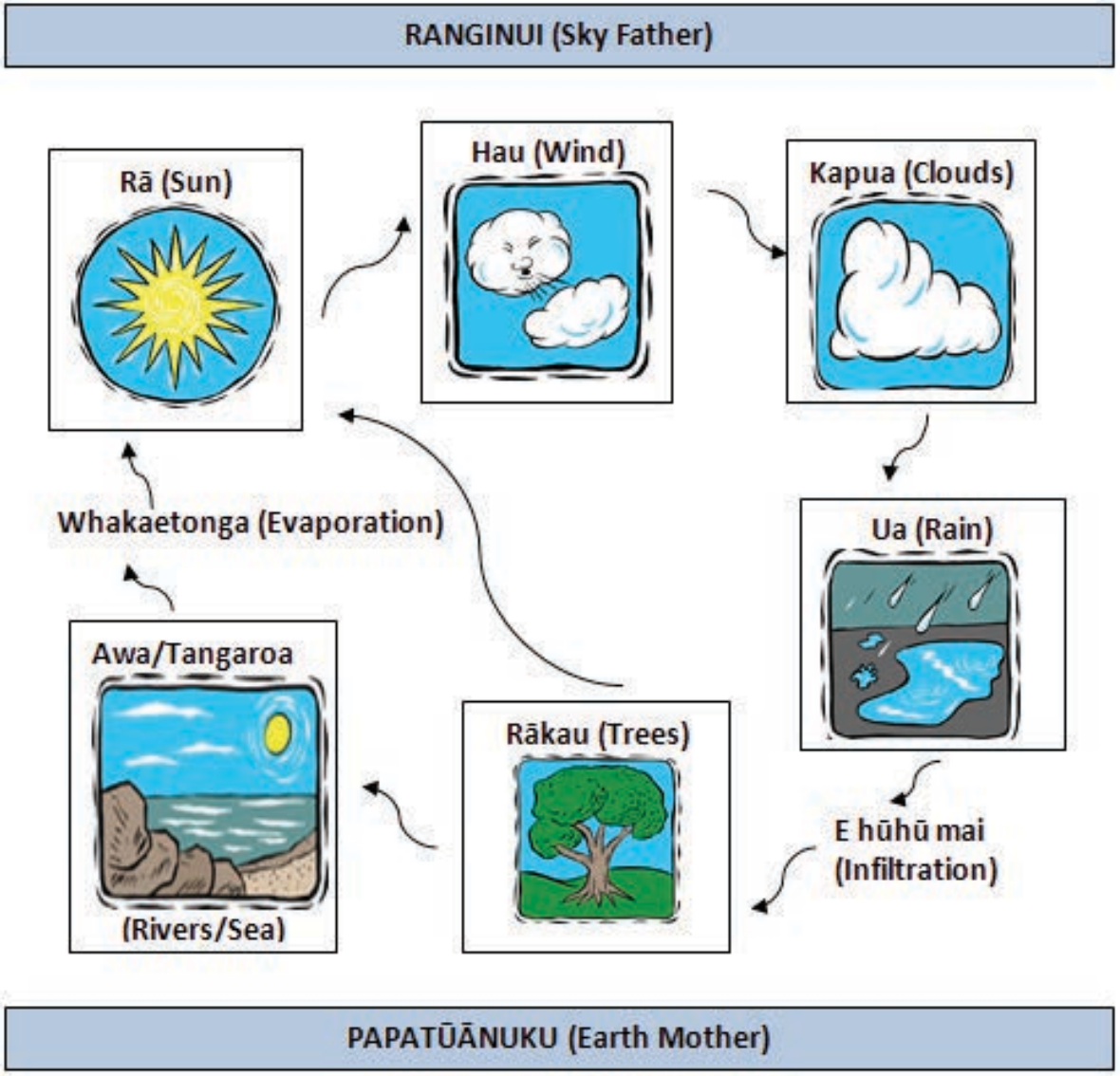
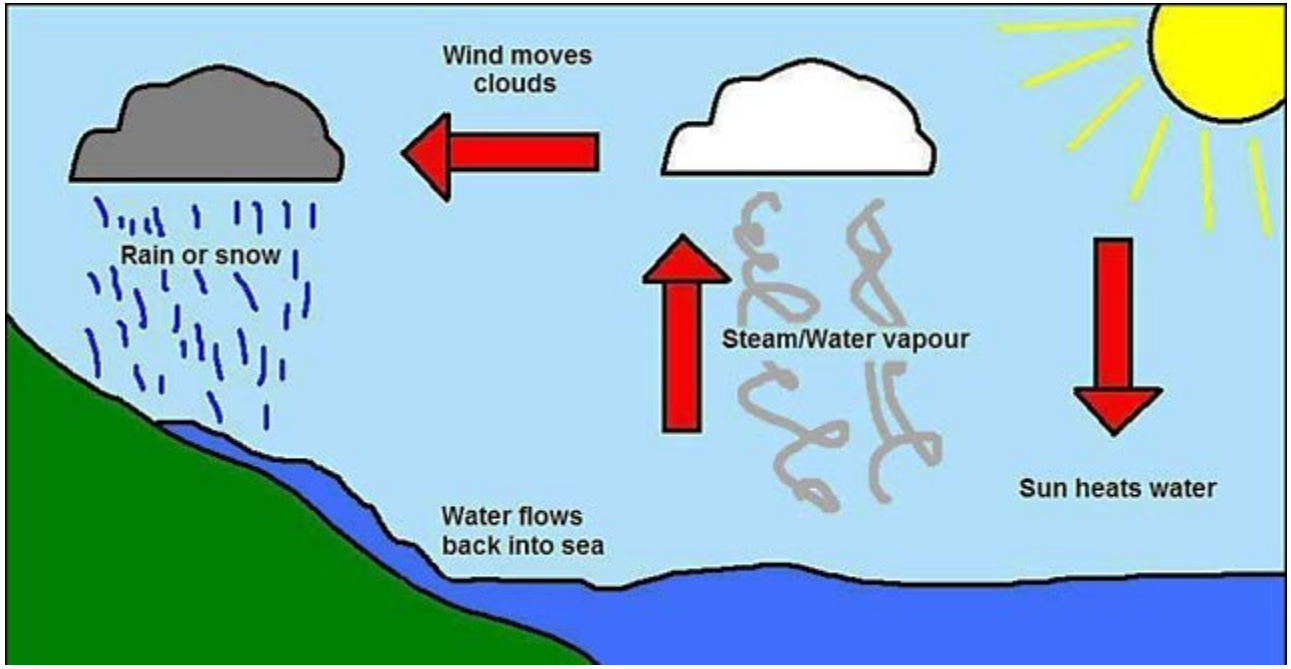

RANGINUI (Sky Father)
Rā (Sun)
Hau (Wind)
Kapua (Clouds)
Ua (Rain)
E hūhū mai
(Infiltration)
Rākau (Trees)
Awa/Tangaroa
(Rivers/Sea)
Whakaetonga (Evaporation)
PAPATŪĀNUKU (Earth Mother)

Indigenous knowledge

This indigenous knowledge reflects what is now understood to explain the earth's water cycle. The question is, how would you go about creating a piece of writing to explain this water cycle? Imagine you have been asked to respond to the following writing prompt:

With reference to the diagram below, explain what the water cycle is and how it works.



Task 1

Read the text on the following slide and then return here to answer the question below. When you have finished the task, click button to check answer.

Why is the water cycle so important?

check answer

It keeps the planet alive and healthy.

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What is the water cycle and how does it work?

It is important to understand what the water cycle is and how it works because it is so important for life on Earth. Human beings, animals and plants need water in order to live. If they do not have water, they die.

We refer to the way in which the Earth uses and recycles water as the water cycle. It is a process that constantly recycles the Earth's supply of water. It is important for life on Earth because human beings, animals and plants need water in order to live.

There are four important stages in the water cycle, but it has no real beginning or end. The main stages of the water cycle are: *evaporation and transpiration; condensation; precipitation;* and *infiltration*.

First, *evaporation and transpiration* happen when water changes from a liquid to a gas called water vapour and rises high into the air. Evaporation is caused by the heat of the sun. The sun's heat makes lakes, rivers, and even puddles lose water. Plants also produce water vapour but this is called transpiration, not evaporation.

The next stage of the cycle is *condensation*, which happens when the water vapour that has gone high into the atmosphere cools, changes back into water and begins to form clouds. As more and more water droplets come together to form clouds, the droplets become bigger and bigger. Finally, these droplets get so big and so heavy that the wind can no longer hold them up and so they fall back down to Earth again.

This creates the next stage of the cycle, *precipitation*, a term used to describe the falling water droplets. Precipitation comes in different forms depending on the conditions in the atmosphere. For example, precipitation may take the form of rain, snow, sleet or hail.

Next, after the water has fallen to the ground, it soaks into the soil in a process called *infiltration*. The water fills up lakes, rivers and puddles again. Some of the water is soaked up by roots to help plants grow. Some of the water moves deep underground. This is called ground water.

Finally, the sun heats the water again and the whole cycle of evaporation and transpiration, condensation, precipitation and infiltration begin again. The water cycle is the most important cycle in nature. It is needed to sustain life on Earth.

WHEN FINISHED READING, RETURN TO PREVIOUS SLIDE AND ANSWER THE QUESTION.

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Task 2

Look at the words on the chart below and try to provide a definition for each of them and to write something about what causes them in the relevant boxes. Check back to the previous text if you need to. When you have finished the task, click button to check answer.

WORD	DEFINITION	CAUSE check answer
Evaporation		
Transpiration		
Condensation		
Precipitation		
Infiltration		

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Task 2: Answer

Check your answers below.

WORD	DEFINITION	CAUSE
Evaporation	Evaporation happens when water changes from a liquid to a gas called water vapor and rises high into the air.	The heat of the sun makes lakes, rivers, and puddles lose water.
Transpiration	Transpiration is water vapor produced by plants.	The heat of the sun makes plants lose water.
Condensation	Condensation happens when the water vapor that has gone high into the atmosphere starts to form clouds.	Water vapor cools down and changes into clouds.
Precipitation	Precipitation happens when water droplets fall from the sky.	The water droplets in the clouds get so big and so heavy that the wind can no longer hold them up and they fall back down to Earth again.
Infiltration	Infiltration happens when rain soaks into the soil and collects as ground water.	Infiltration is caused by the seeping of water into the ground.

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Section 2

Looking at the parts of an explanation text

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Explanation Text Template

TITLE	Indicates overall content
TOPIC	A little more detail about what you are going to describe
FOCUS	Overview of what will follow – indicates you are going to explain something
DETAIL Preview and Details	Preview of what is in the explanation WHAT happens, HOW it happens, and often also WHY it happens
CONCLUSION	Summary and optional comment

We will now look at our previous text (slide 10) in relation to the TTFDC (title; topic; focus; detail; conclusion) template.

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TITLE:

OUTLINES WHAT WE ARE GOING TO EXPLAIN

What is the water cycle and how does it work?

TOPIC:
DEFINES THE WATER CYCLE

We refer to the way in which the Earth uses and recycles water as the water cycle. It is a process that constantly recycles the Earth's supply of water.

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FOCUS:

INDICATES THAT THE WATER CYCLE WILL BE EXPLAINED

It is important to understand what the water cycle is and how it works because it is so critical for life on Earth. Human beings, animals and plants need water in order to live. If they do not have water, they die.

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DETAIL:
BEGINS WITH A PREVIEW

There are four important stages in the water cycle, but it has no real beginning or end. The main stages of the water cycle are: *evaporation and transpiration*; *condensation*; *precipitation*; and *infiltration*.

DETAIL:

DEFINES AND THEN GIVES DETAILS (PARAGRAPH 1)

Definition (topic sentence): *First*, *evaporation and transpiration* happen when water changes from a liquid to a gas called water vapor and rises high into the air.

Details: *Evaporation* is caused by the heat of the sun. The sun's heat makes lakes, rivers, and even puddles lose water. Plants also produce water vapor but this is called transpiration, not evaporation.

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DETAIL:

DEFINES AND THEN GIVES DETAILS (PARAGRAPH 2)

Definition (topic sentence): *The next stage* of the cycle is condensation, which happens when the water vapor that has gone high into the atmosphere cools and begins to form clouds.

Details: As more and more water droplets come together to form clouds, the droplets become bigger and bigger. Finally, these droplets get so big and so heavy that the wind can no longer hold them up and so they fall back down to Earth again.

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DETAIL:

DEFINES AND THEN GIVES DETAILS (PARAGRAPH 3)

Definition (topic sentence): This creates *the next stage* of the cycle, precipitation, a term used to describe the falling water molecules.

Details: *Precipitation* comes in different forms depending on the conditions in the atmosphere. For example, precipitation may take the form of rain, snow, sleet or hail.

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DETAIL:

DEFINES AND THEN GIVES DETAILS (PARAGRAPH 4)

Definition (topic sentence): Next, after the water has fallen to the ground, it soaks into the soil in a process called infiltration.

Details: The water fills up lakes, rivers and puddles again. Some of the water is soaked up by roots to help plants grow. Some of the water moves underground. This is called ground water.

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CONCLUSION:
SUMMARY AND COMMENT

Summary: Finally, the sun heats the water again and the whole cycle of evaporation and transpiration, condensation, precipitation and infiltration begins again.

Comment: The water cycle is the most important cycle in nature. It is needed to sustain life on Earth.

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Part 2

Typical language features of an explanation text

Verb Forms

In explanation texts, the verbs are very often in the simple present tense. There are lots of simple present tense verbs in the text we have examined here. Example:

- We refer to the way in which the Earth uses and recycles water as the water cycle.

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Textual Relations

Typical textual relations in explanation texts are:

- Condition-Consequence
- Reason-Result
- Statement-Example
- Time Sequence
- Time Overlap
- Means-Purpose

Sometimes the parts of the relation will be in a different order – e.g. (Result before Reason).

Condition-Consequence

Look at examples of each of these below.

- If they do not have water (condition), they die (consequence/ outcome).
- They die (consequence/ outcome) if they do not have water (condition).

Notice that the condition can come before or after the consequence in the text.

Where the condition clause comes before the consequence clause and begins with 'if', there is usually a comma after the first clause.

- If they do not have water, they die.
- They die if they do not have water.

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Reason-Result

Another important textual relation in explanation texts is reason-result. There are a number of different ways of signalling the reason-result relation. Here are some of them.

- It is important to understand what the water cycle is and how it works (result) because it is so important for life on Earth (reason).

- Finally, these droplets get so big and so heavy that the wind can no longer hold them up (reason) and so they fall back down to Earth again (result).

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Reason-Result

Another example inside this one:

- Finally, these droplets get so big and so heavy (reason) that the wind can no longer hold them up (result). . . (i.e. because they get big and heavy . . .)

We could have used ‘because’ here rather than ‘that’.

- Finally, because these droplets get so big and so heavy (reason), the wind can no longer hold them up (result) . . .

- Finally, the wind can no longer hold these droplets up (result) because they get so big and so heavy (reason).

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Reason-Result

Other examples of the reason-result relation in the text are signaled by the verbs ‘cause’ and ‘make’.

- Evaporation (result) is caused by the heat of the sun (reason).
- The sun’s heat (reason) makes lakes, rivers, and even puddles lose water (result).

The ‘reason’ or the ‘result’ can appear first:

- Finally, because these droplets get so big and so heavy (reason), the wind can no longer hold them up (result) . . .
- Finally, the wind can no longer hold these droplets up (result) because they get so big and so heavy (reason).

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Statement-Example

The statement-example relation occurs only once in our text.

Precipitation comes in different forms depending on the conditions in the atmosphere (statement). For example, precipitation may take the form of rain, snow, sleet or hail (example).

STATEMENT: Precipitation comes in different forms depending on the conditions in the atmosphere.

EXAMPLE: For example, precipitation may take the form of rain, snow, sleet, or hail.

Time Sequence

The time sequence relation is the main way of linking the paragraphs in the DETAIL section.

SIGNALS:

- First, evaporation and transpiration happen when…
- The next stage of the cycle is condensation, which happens when…
- Finally, these droplets get so big … that …
- Next, after the water has fallen to the ground, it…
- Finally, the sun heats the water again…

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Time Overlap

The time overlap relation occurs where two actions overlap in time:

- As more and more water droplets come together to form clouds, the droplets become bigger and bigger.

Some other signals of Temporal Overlap are:

- *while; at the same time; simultaneously*

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Means-Purpose

In the textual relation of means-purpose, an action is carried out *with the aim or intention of achieving a particular result or outcome*.

The purpose part of this relation is often signaled by 'to' or 'in order to'. Here are two examples of the means-purpose relation from our text.

- Human beings, animals and plants need water (means) in order to live (purpose).
- Some of the water is soaked up by roots (means) to help plants grow (purpose).

Once again, the two parts of this relation can be presented in reverse order.

- In order to live (purpose), human beings, animals and plants need water (means).
- Human beings, animals and plants need water (means) in order to live (purpose).

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Part 3

Learning how to write an explanation text

Section 3

Preparing to write

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Let's create an explanation text that responds to this instruction:

New Zealand has four native frogs which are all endangered. To help to preserve these beautiful creatures, we must try to understand their habitat and their life cycle. *With reference to the diagram on the next slide, explain the life cycle of the Hochstetter's frog, the most aquatic of New Zealand's endangered frogs.*

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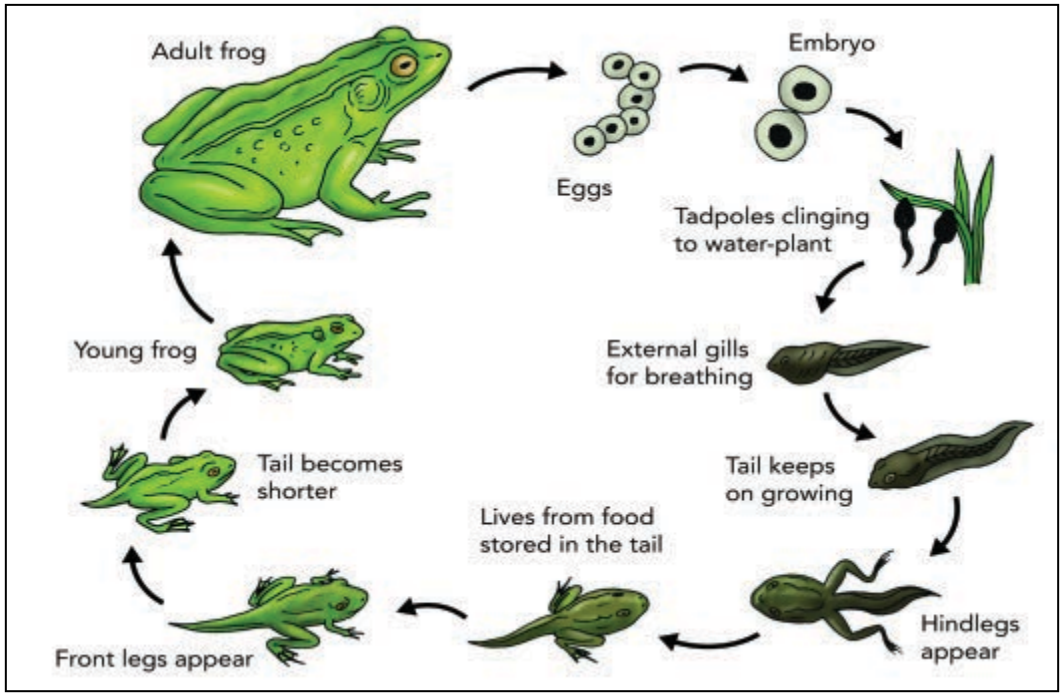
The Hochstetter's frog



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Task 3

Look at the list of words below highlighted in red and select a definition to match each of them. Insert the correct words alongside the correct definitions in the relevant boxes. When you have finished the task, click button to check answer.

Words: hatch; tadpole; gills; aquatic; froglet; nocturnal; external; migrate

WORD	DEFINITION check answer
	a small but not yet completely formed frog
	the larva of a frog
	moving to a different place
	organs used to help water creatures breathe
	active at night
	something on the outside
	living in water
	to come out of a protective shell

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Task 3: Answer

Check your answers below.

Words: hatch; tadpole; gills; aquatic; froglet; nocturnal; external; migrate

WORD	DEFINITION
froglet	a small but not yet completely formed frog
tadpole	the larva of a frog
migrate	moving to a different place
gills	organs used to help water creatures breathe
nocturnal	active at night
external	something on the outside
aquatic	living in water
hatch	to come out of a protective shell

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Planning: Start with the explanation text template

TITLE	The Title gives an indication of the overall content of the writing.
TOPIC	The Topic section is usually related to the title. It usually indicates in a little more detail than the title what you are going to explain and may also include a comment.
FOCUS	The Focus section usually provides an overview of what will follow and often includes a definition.
DETAIL	PREVIEW: What you are going to include in your explanation. DETAIL: WHAT happens, HOW it happens and, often, WHY it happens. Give the most general information first. Include examples.
CONCLUSION	In the CONCLUSION section, you need to summarize what you have said and you may also wish to add a comment. The comment is optional.

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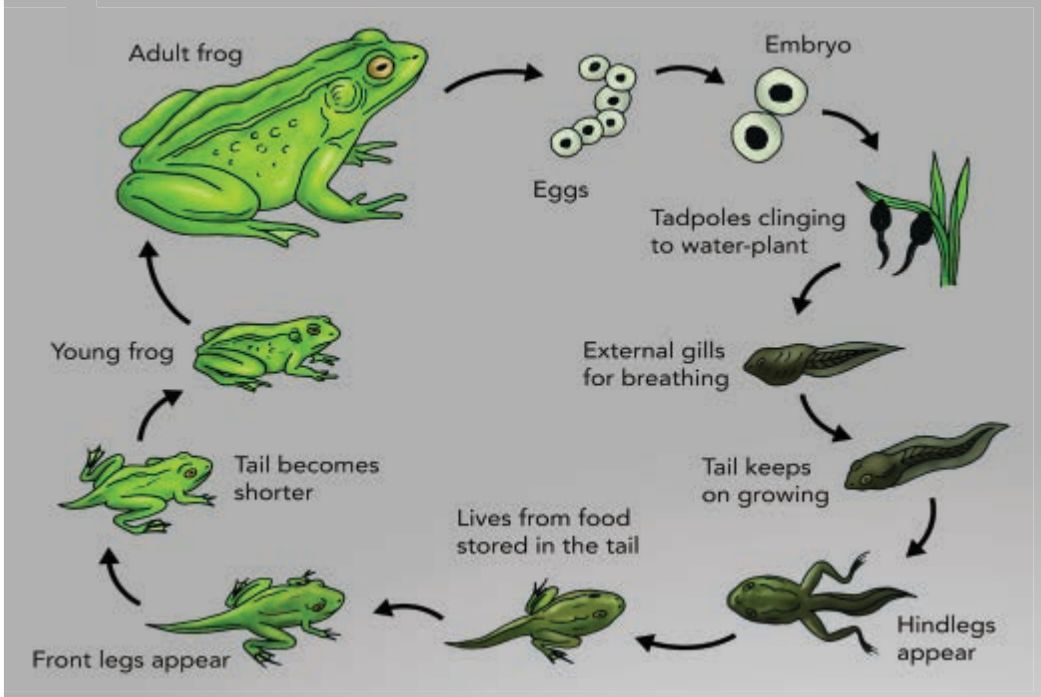
Task 4

Think about this task: With reference to the diagram below, explain the life cycle of the Hochstetter's frog. Now suggest two possible titles for our text. When you have finished the task, click button to check answer.



Your answer here:

check answer

A possible answer for a title:

1. ***The Life Cycle of the Hochstetter's frog.***

2. ***What is the life cycle of the Hochstetter's frog?***

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What next?

The next thing that you would generally do is some research about your topic.

The notes on the text template that follows are based on research about the life cycle of the Hochstetter's frog.

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TITLE	The Life Cycle of the Native Hochstetter's Frog
TOPIC	Latin name: Leiopelma hochstetteri It is called the Hochstetter's frog after the German geologist Ferdinand von Hochstetter. Along with the other 3 NZ native frogs, it has some of the most primitive features of any frog in the world.
FOCUS	The most aquatic of the 4 endangered native frogs remaining in New Zealand. There are 10 fragmented populations in the northern part of the North Island. Brown in colour and nocturnal. Considered to be vulnerable by the International Union for Conservation of Nature (IUCN).
DETAIL Preview Details	There are three main stages in the life-cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the stage where the tadpole changes to an adult frog. 1. Eggs: The eggs are laid by adult frogs when they are over 3 years old. Eggs are fertilized as they are laid under stones, fallen vegetation, in wet crevices near water. Around 20 eggs are laid each season. 2. The tadpole: The tadpole (larva) develops in the egg and when they hatch they move into water to continue to develop. Tadpoles develop gills to help with breathing under water. Develop hind legs to help swimming. Tail continues to grow. 3. Mature frog: It can take 2-4 years for the froglet to develop to full maturity. It gradually develops front legs. The tail becomes shorter because it is used as a food source.
CONCLUSION	When it reaches 3 years of age it can begin the life cycle over again. Hochstetter's frogs have been known to live for 30 years but they are currently under threat because of loss of habitat, introduced predators and a fungal infection attacking all 4 remaining native frog species. The Hochstetter's frog is one of the most primitive frog species in the world and must be preserved not just for New Zealand but for the world.

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Task 5

Read the notes below relating to the TOPIC and FOCUS sections of our text and then decide in which order to place the sentences to make a complete paragraph. In the number box provided, write a number from 1-6 (to indicate what should be the first, second, third, fourth, fifth and sixth sentences). When you have finished the task, click button to check answer.

TITLE	The Life Cycle of the Native Hochstetter's Frog
TOPIC	• Latin name: Leiopelma hochstetteri. • It is called the Hochstetter's frog after the German geologist Ferdinand von Hochstetter. • Along with the other 3 NZ native frogs, it has some of the most primitive features of any frog in the world.
FOCUS	• The most aquatic of the 4 endangered native frogs remaining in New Zealand. • There are 10 fragmented populations in the northern part of the North Island. • Brown in colour and nocturnal. • Considered to be vulnerable by the International Union for Conservation of Nature (IUCN).

check answer

NUMBER	STATEMENT
	This small brown-coloured, nocturnal frog is one of four remaining native frogs in New Zealand.
	The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list.
	The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.
	There are only very small populations remaining spread across ten different locations in the North Island of the country.
	These frogs are said to have some of the most primitive features of any frogs in the world.
	The Hochstetter's frog, Leiopelma hochstetteri, is named after the German geologist, Ferdinand von Hochstetter.

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Task 5: Answer

Check your answers below.

TITLE	The Life Cycle of the Native Hochstetter's Frog
TOPIC	• Latin name: Leiopelma hochstetteri. • It is called the Hochstetter's frog after the German geologist Ferdinand von Hochstetter. • Along with the other 3 NZ native frogs, it has some of the most primitive features of any frog in the world.
FOCUS	• The most aquatic of the 4 endangered native frogs remaining in New Zealand. • There are 10 fragmented populations in the northern part of the North Island. • Brown in colour and nocturnal. • Considered to be vulnerable by the International Union for Conservation of Nature (IUCN).

NUMBER	STATEMENT
2	This small brown-coloured, nocturnal frog is one of four remaining native frogs in New Zealand.
4	The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list.
6	The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.
5	There are only very small populations remaining spread across ten different locations in the North Island of the country.
3	These frogs are said to have some of the most primitive features of any frogs in the world.
1	The Hochstetter's frog, Leiopelma hochstetteri, is named after the German geologist, Ferdinand von Hochstetter.

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Task 6: Order of paragraphs

The paragraphs for the DETAIL section of the text below are in the wrong order. Using the notes from the planning template included earlier (slide 41), decide on an appropriate order of paragraphs for this section of the text. Write a number from 1- 4 in the box provided. When you have finished the task, click button to check answer.

check answer

NUMBER	STATEMENT
	The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develops gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.
	The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list. There are only very small populations remaining spread across ten different locations in the North Island of the country. The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.
	The final stage of the life cycle is the emergence of the adult frogs. As the froglets change into the adult frog form, they gradually develop front legs and use food stored in the tails, which become shorter and shorter. It can take 2-4 years for the Hochstetter's froglets to develop to full maturity but they can live up to 30 years.
	There are three main stages in the life-cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the emergence of the tadpole as an adult frog. The first stage of the frog's life cycle is the laying and fertilising of the eggs. Eggs can only be laid by the female frog when she is more than three years old. The female lays her eggs under stones, fallen vegetation, in wet crevices near water and, as they are being laid, they are fertilised by the male frog. The frog lays around 20 eggs per season.

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Task 6: Answer

Check your answers below.

NUMBER	STATEMENT
3	The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develops gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.
1	The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list. There are only very small populations remaining spread across ten different locations in the North Island of the country. The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.
4	The final stage of the life cycle is the emergence of the adult frogs. As the froglets change into the adult frog form, they gradually develop front legs and use food stored in the tails, which become shorter and shorter. It can take 2-4 years for the Hochstetter's froglets to develop to full maturity but they can live up to 30 years.
2	There are three main stages in the life-cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the emergence of the tadpole as an adult frog. The first stage of the frog's life cycle is the laying and fertilising of the eggs. Eggs can only be laid by the female frog when she is more than three years old. The female lays her eggs under stones, fallen vegetation, in wet crevices near water and, as they are being laid, they are fertilised by the male frog. The frog lays around 20 eggs per season.

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Task 7: Signals of time sequence and time overlap

In the following paragraphs, there are a number of examples of time sequence/overlap (refer to slides 32-33 if needed). List all the signals of time sequence/overlap that you can find in the two paragraphs in the box provided. When you have finished the task, click button to check answer.

1. The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develop gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.

Your answer

check answer

next, when, then, over time, during

2. The final stage of the life cycle is the emergence of the adult frog. As the froglets change into the adult frog form, they gradually develop front legs and they use food stored in the tails, which become shorter and shorter. It can take 2-4 years for Hochstetter's froglets to develop to full maturity but they can live up to 30 years.

Your answer

check answer

final, as, gradually develop

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Task 8: Find other textual relations

Now, read the paragraphs below and then find examples of the other textual relations: Means-Purpose and Reason-Result. List the word/s that signal each textual relation in the box labelled 'signal'. When you have finished the task, click button to check answer.

Textual relation	Example	Signal	check answer
Means-Purpose	The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develop gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming.		so that, to
Means-Purpose	The species is important and must be preserved not just for New Zealand but also for the rest of the world. In order to save the frog, we must understand its life cycle and preserve its habitat.		in order to
Reason-Result	Hochstetter's frogs are currently under threat because of loss of habitat, introduced predators and a fungal infection attacking all four remaining native frog species.		because of

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Task 9

Read the following text and *list as may words or phrases* in the text that signal any of the textual relationships you have been introduced to so far in this unit. When you have finished the task, click button to check answer.

The Hochstetter's frog, Leiopelma hochstetteri, is named after the German geologist, Ferdinand von Hochstetter. This small brown-coloured, nocturnal frog is one of four remaining native frogs in New Zealand. These frogs are said to have some of the most primitive features of any frogs in the world.

The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list. There are only very small populations remaining spread across ten different locations in the North Island of the country. The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.

There are three main stages in the life cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the emergence of the tadpole as an adult frog.

The first stage of the frog's life cycle is laying and fertilising the eggs. Eggs can only be laid by the female frog when she is more than three years old. The female lays her eggs under stones, under fallen vegetation, in wet crevices near water and, as they are being laid, they are fertilised by the male frog. The frog lays around 20 eggs per season.

The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develops gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.

The final stage of the life cycle is the emergence of the adult frog. As the froglets change into the adult frog form, they gradually develop front legs and use food stored in the tails, which become shorter and shorter. It can take 2-4 years for the Hochstetter's froglets to develop to full maturity but they can live up to 30 years.

Hochstetter's frogs are currently under threat because of loss of habitat, introduced predators and a fungal infection attacking all four remaining native frog species. The species is important and must be preserved not just for New Zealand but also for the rest of the world. In order to save the frog, we must understand its life cycle and preserve its habitat.

List answers here:

check answer

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Task 9: Answer

Colour code key: Time Sequence; Time Overlap; Reason-Result; Means-Purpose

The Hochstetter's frog, Leiopelma hochstetteri, is named after the German geologist, Ferdinand von Hochstetter. This small brown-coloured, nocturnal frog is one of four remaining native frogs in New Zealand. These frogs are said to have some of the most primitive features of any frogs in the world.

The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list. There are only very small populations remaining spread across ten different locations in the North Island of the country. The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.

There are three main stages in the life cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the emergence of the tadpole as an adult frog.

The first stage of the frog's life cycle is laying and fertilising the eggs. Eggs can only be laid by the female frog when she is more than three years old. The female lays her eggs under stones, under fallen vegetation, in wet crevices near water and, as they are being laid, they are fertilised by the male frog. The frog lays around 20 eggs per season.

The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develops gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.

The final stage of the life cycle is the emergence of the adult frog. As the froglets change into the adult frog form, they gradually develop front legs and use food stored in the tails, which become shorter and shorter. It can take 2-4 years for the Hochstetter's froglets to develop to full maturity but they can live up to 30 years.

Hochstetter's frogs are currently under threat because of loss of habitat, introduced predators and a fungal infection attacking all four remaining native frog species. The species is important and must be preserved not just for New Zealand but also for the rest of the world. In order to save the frog, we must understand its life cycle and preserve its habitat.

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Section 4

Write your own explanation text

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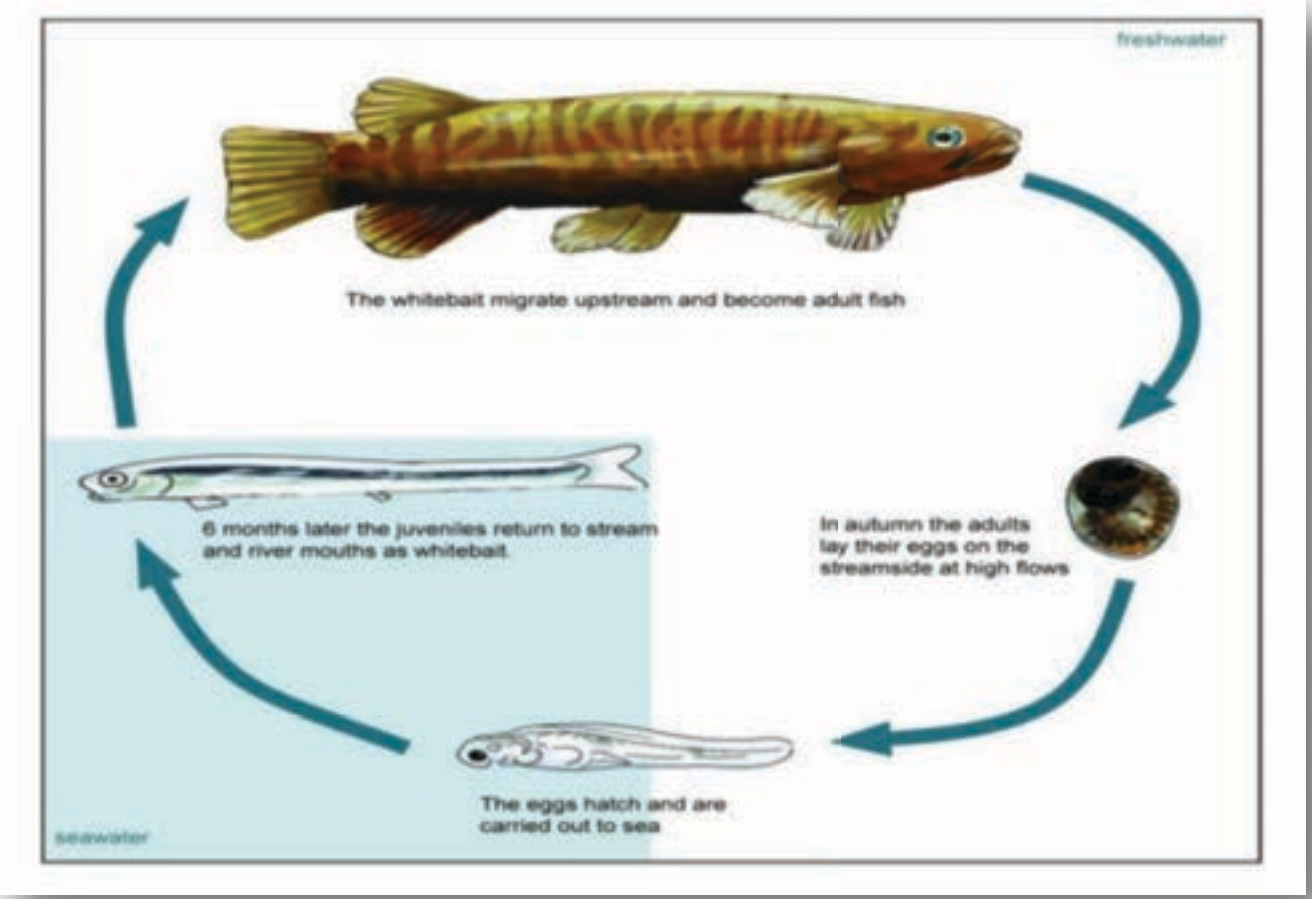
Task 10

Now create your own text in answer to the instruction below: (Use the explanation text template and begin by making notes.). *Using the pictures below, explain the life-cycle of the whitebait (inanga).*



http://vulgaire.com/14/fish-life-cycle/

Before you begin writing, make sure that you do each of the following things:

• Study the diagram.
• Think of a title for your text.
• Do some research on the life-cycle of the whitebait (inanga).
• Make sure you are familiar with the key vocabulary you will need.
• Make notes on the planning template on the next slide.

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EXPLANATION TEXT TEMPLATE		MY NOTES (insert below)
TITLE	The Title provides a summary of the general content of the writing.	
TOPIC	The Topic section is usually related to the title. It indicates what you are going to explain.	
FOCUS	The Focus section usually provides some background information and comment about the topic OR some further information about the topic.	
DETAIL Preview And Details	The DETAIL section often begins with an introduction to the explanation that gives a preview of what you are going to include in your explanation. You need to focus here on WHAT happens, HOW it happens and, often, WHY it happens. You should provide the most GENERAL information first, moving to more DETAILED information as you proceed. This section often includes examples.	
CONCLUSION	In the CONCLUSION section, you need to summarize what you have said and you may also wish to add a comment.	

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Complete your text:

Use the Explanation text template on the previous slide as a guide as you check back over your notes

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Title and Topic:

Insert text below.

Focus:

Insert text below.

Detail:

Insert text below.

Detail:

Insert extra detail text below if needed.

Conclusion:

Insert text below.

Conclusion

In this unit, we have looked at **explanation** texts. In the next unit, we will look at texts where you present an argument to persuade someone to believe your point of view.

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Ka pai!

You have completed
Unit 2: Writing explanation texts

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Instructions

1. You must enable ‘Macro’ to view this presentation;
2. For tasks, type your answers in the text boxes provided and click ‘check answer’ button;
3. Press X button top right or ESC button on keyboard to exit the programme;
4. Upon exit, you can choose to save your answers in the tasks by selecting ‘yes’;
5. Use arrows below to go to next or previous slide.

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Start Unit

Bridging to Tertiary Study: A support resource for Māori students

Diane Johnson & Sophie Nock

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Unit 3

Writing one-sided argument texts

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Part A

The structure of one-sided argument texts

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Introduction

In this unit, we are going to focus on writing arguments, that is, on writing texts that argue for or against something. When we argue for or against something, we need to indicate not only WHAT we believe but also WHY we believe it. When we present a written argument, we might want to persuade our readers to do something, or we might simply want to persuade them to adopt a particular point of view.

There are two main types of argument text: one-sided argument texts (where the writer includes one or more arguments that support a single point of view) and two-sided argument texts (where the writer includes one or more arguments in support of each of two different points of view). In the case of an argument text, the Detail section of the text structure (TTFDC) contains the argument or arguments. In this unit, the focus will be on one-sided arguments. This is one of the most common tasks in academic writing.

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Introduction

A sample one-sided argument text

Let's look at a very short and quite simple one-sided argument text. Imagine, in this case, that a lecturer has chosen this question for students to write about:

> Do you agree or disagree that it is a good thing to send children to kura kaupapa Māori?

If you think back to Unit 1 where we explored ways to identify key words in a writing task question, you will see here that the phrase containing the two words agree or disagree helps you to know that you should write an argument text. It also shows you that the text should be one-sided (do you agree or disagree….?). Here is a very short possible response to the question above.

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Should parents send their children to kura kaupapa Māori?

In many countries in the world where there is an indigenous population and where there is a choice, parents send their children to language immersion schools. In New Zealand many parents send their children to kura kaupapa Māori.

Parents want their children to get a good grounding in language and culture and so they think it is important for them to be surrounded by the language all day, every day, at school. They also think that at kura kaupapa Māori their child is more likely to be surrounded by Māori culture. I therefore believe that it is a good thing for parents to send their children to kura kaupapa Māori.

The text above is very short and simple and it does not present a very strong argument. There are a number of changes that can be made to make the text more interesting and to present a more convincing argument. On the next slide is a slightly longer text responding to the same question.

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Should parents send their children to kura kaupapa Māori?

In many countries in the world where there is an indigenous population and where the education system provides the possibility of a number of different schooling options, many parents opt to send their children to language immersion schools.

In the case of Aotearoa/New Zealand, many parents send their children to kura kaupapa Māori. These are language immersion schools where the children learn through the medium of the Māori language in a context where a Māori world-view is at the heart of the school and its systems. I agree that this is a good thing.

Firstly, parents want their children to be fluent in te reo Māori. In order to achieve this, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.

Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.

In conclusion, I believe that it is a good thing for parents to send their children to kura kaupapa Māori. All children in this learning environment can benefit from having established a firm foundation for their future success.

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Task 1

Read the text again on the previous slide if needed and answer this question in the box provided: *According to the author, is it a good thing for parents to send their children to kura kaupapa Māori?* When you have finished the task, click button to check answer.

check answer

Yes – the author believes that it is a good thing for parents to send their children to *kura kaupapa Māori.*

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Task 2

Read the text again on (slide 8) if needed and answer the following question. What three main reasons does the writer give to support the idea that it is a good thing for parents to send their children to kura kaupapa Māori? When you have finished the task, click button to check answer.

1

2

3

check answer

1. It helps them to gain fluency in te reo Māori.
2. It can make them more culturally aware.
3. It can provide them with an opportunity to develop a strong Māori identity.

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The sections of the text in review

Here is the text put into a TTFDC text template.

ONE-SIDED ARGUMENT TEXT TEMPLATE	
Text structure	Text
TITLE Outlines the general topic	Should parents send their children to kura kaupapa Māori?
TOPIC Provides more detail about the topic	In many countries in the world where there is an indigenous population and where the education system provides the possibility of a number of different schooling options, many parents opt to send their children to language immersion schools.
FOCUS States writer's point of view	In the case of Aotearoa/New Zealand, many parents send their children to kura kaupapa Māori. These are language immersion schools where the children learn through the medium of the Māori language in a context where a Māori world-view is at the heart of the school and its systems. I agree that this is a good thing.
DETAIL Argues for the point of view	Firstly, parents want their children to be fluent in te reo Māori. In order to achieve this, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English. Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions. Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.
CONCLUSION Sums up the argument and/or makes a recommendation or states the writer's point of view	In conclusion, I believe that it is a good thing for parents to send their children to kura kaupapa Māori. All children in this learning environment can benefit from having established a firm foundation for their future success.

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The sections of the text in review

Notice that the TITLE of the text is related directly to the question.

Question topic:
Do you agree or disagree that it is a good thing to send children to cram schools?

Title:
Should parents send their children to kura kaupapa Māori?

Notice that the TOPIC section *expands on the general topic* (as outlined in the title) by observing that parents in many parts of the world send their children to immersion language schools.

Topic:
In many countries in the world where there is an indigenous population and where the education system provides the possibility of a number of different schooling options, many parents opt to send their children to language immersion schools.

The sections of the text in review

The FOCUS section of the text *presents the writer's point of view*. In this case, the writer's point of view is preceded by two sentences that *lead up to* and *support* the writer's point of view.

Focus:

In the case of Aotearoa/New Zealand, many parents send their children to kura kaupapa Māori. These are language immersion schools where the children learn through the medium of the Māori language in a context where a Māori world-view is at the heart of the school and its systems. I agree that this is a good thing.

The sections of the text in review

In the DETAIL section of the text, there are three main arguments that support the writer's point of view. The first argument begins with 'firstly'; the second argument begins with 'secondly'; the third argument begins with 'finally'. Writers need to decide on the order of the arguments they present. In many cases, they begin or end with the argument that they believe is most important or with the argument that is most general or inclusive. In this case, the writer begins with an argument relating to language, that is, that attending kura kaupapa Māori will help the children develop fluency in te reo Māori. The next argument refers to culture, to the benefits of being immersed in a Māori cultural environment. Finally, reference is made to Māori identity and future success (both seen as the likely result of familiarity with Māori language and culture).

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The sections of the text in review

Detail:

Firstly, parents want their children to be fluent in te reo Māori. In order to achieve this, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.

Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.

In the DETAIL section above, the paragraphs begin with ‘firstly’, ‘secondly’ and ‘finally’. It would also have been possible to use words and phrases, such as ‘next’, ‘in addition’, ‘furthermore’ and ‘in the end’.

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The sections of the text in review

The CONCLUSION section of the text begins with ‘in conclusion’. It restates the writer’s point of view (that it is a good thing to send children to kura kaupapa Māori) and then sums up the argument (by referring to the fact that children educated in this environment have a strong support for future development).

Conclusion:

In conclusion, I believe that it is a good thing for parents to send their children to kura kaupapa Māori. All children in this learning environment can benefit from having established a firm foundation for their future success.

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Textual Relations

Reason-Result

The text could be expanded in a number of ways. It would be possible to add reasons, thus creating reason-result relationships. In the paragraphs below, reasons have been added. The reason clauses begins with ‘because’ or ‘because of’ here:

Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage. In order to achieve fluency, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts because of the way the timetable is generally organised and their educational environment is dominated by English.

Result: Firstly, parents want their children to be fluent in te reo Māori

Reason: because it is the language of their ancestors and an important part of their heritage.

Result: If they attend mainstream schools, they only have exposure to te reo Māori in short bursts

Reason: because of the way the timetable is generally organized.

Reason-Result

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions because an indigenous perspective is a fundamental part of the philosophy of kura kaupapa Māori.

Result: Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions

Reason: because an indigenous perspective is a fundamental part of the philosophy of kura kaupapa Māori.

Reason-Result

Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori because of the dominant language and cultural environment. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.

Result: Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori

Reason: because of the dominant language and cultural environment.

Statement-Amplification

The text can also be expanded by adding information, thus creating textual relations of statement-amplification. In the first paragraph below (the topic paragraph), information has been added. In the second and third paragraphs below (from the detail section of the text), information has, once again, been added. The additional information expands on the information already included.

Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage and many of them were denied the opportunity to learn it. In order to achieve fluency, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts because of the way the timetable is generally organised and their educational environment is dominated by English.

Statement: Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage
Amplification: and many of them were denied the opportunity to learn it.

Statement-Amplification

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions because an indigenous perspective is a fundamental part of the philosophy of kura kaupapa Māori. All of this makes the children feel accepted and stress free.

Statement: Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.

Amplification: All of this makes the children feel accepted and stress free.

Statement-Example

It is also possible to expand the text by providing examples to illustrate the arguments. In the three paragraphs below, examples have been added to each of the arguments in the text, creating textual relations of statement-example.

Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage and many of them were denied the opportunity to learn it. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts, when, for example, they learn the language as a subject for a few hours each week, and their educational environment is dominated by English.

Statement: If they attend mainstream schools, they only have exposure to te reo Māori in short bursts,

Example: when, for example, they learn the language as a subject for a few hours each week, . . .

Statement-Example

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions. For example, Māori protocols can be observed at the beginning and end of meetings, visitors to the school can be welcomed in Māori in appropriate ways and Māori expectations of manaakitanga (hospitality) can be much more readily observed.

Statement: Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.

Example: For example, Māori protocols can be observed at the beginning and end of meetings, visitors to the school can be welcomed in Māori in appropriate ways and Māori expectations of manaakitanga (hospitality) can be much more readily observed.

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Statement-Example

Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life. For example, if a young person of Māori heritage has a strong identity they are much more able to manage the stresses of the modern lifestyle of a global citizen.

Statement: Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.

Example: For example, if a young person of Māori heritage has a strong identity they are much more able to manage the stresses of the modern lifestyle of a global citizen.

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Concession-Comment

Another way of expanding the text is to add concessions, thus creating textual relations of concession-comment.

A concession involves an admission or acknowledgment that other points of view exist but that the writer still believes his or her point of view is preferable.

In the paragraph below, the focus section of the text has been adapted and now begins with a concession introduced by 'although':

Concession: Although some people believe that it is better for all children to receive the same kind of education in the same kind of school environment,
Comment: many parents of Māori heritage children believe that their children will get a better start in life by attending kura kaupapa Māori.

The concession could also have been introduced by 'in spite of the fact that':

In spite of the fact that some people believe that it is better for all children to receive the same kind of education in the same kind of school environment, . . .

Some textual relations in the text

Now let's identify some textual relations that are already present in the text.

Here is an example of a textual relation of statement-amplification, the amplification is in bold print.

If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Statement: If they attend mainstream schools, they only have exposure to te reo Māori in short bursts
Amplification: and their educational environment is dominated by English.

Here is an example of the textual relation of condition-consequence. The condition is in bold print.

If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Condition: If they attend mainstream schools,
Consequence: they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Notice the word that signals the condition-consequence relation in the example above is 'if'.

Complete text

Now let's look at our original text with some of the things we have discussed.

ONE-SIDED ARGUMENT TEXT TEMPLATE	
Text structure	Text
TITLE Outlines the general topic	Should parents send their children to kura kaupapa Māori?
TOPIC Provides more detail about the topic	In many countries in the world where there is an indigenous population and where the education system provides the possibility of a number of different schooling options, many parents opt to send their children to language immersion schools.
FOCUS States writer's point of view	Although some people believe that it is better for all children to receive the same kind of education in the same kind of school environment, many parents of Māori heritage children believe that their children get a better start in life by attending kura kaupapa Māori. These are language immersion schools where the children learn through the medium of the Māori language in a context where a Māori world-view is at the heart of the school and its systems. I agree that this is a good thing.
DETAIL Argues for the point of view	Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage and many of them were denied the opportunity to learn it. In order to achieve fluency, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts when, for example, they learn the language as a subject for a few hours each week, because of the way the timetable is generally organised and their educational environment is dominated by English. Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions. For example, Māori protocols can be observed at the beginning and end of meetings, visitors to the school can be welcomed in Māori in appropriate ways and Māori expectations of manaakitanga (hospitality) can be much more readily observed. Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori because of the dominant language and cultural environment. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life. For example, if a young person of Māori heritage has a strong identity they are much more able to manage the stresses of the modern lifestyle of a global citizen.
CONCLUSION Sums up the argument and/or makes a recommendation or states the writer's point of view	In conclusion, I believe that it is a good thing for parents to send their children to kura kaupapa Māori. All children in this learning environment can benefit from having established a firm foundation for their future success.

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Task 3

Look at the text below and add to it by making two points in the DETAIL section that support the point of view expressed in the FOCUS section. When you have finished the task, click check answer button to look at a possible answer.

ONE-SIDED ARGUMENT TEXT TEMPLATE	
Text structure	Text
TITLE Outlines the general topic	Should parents send their children to kura kaupapa Māori?
TOPIC	
FOCUS	I believe it is not a good idea to send children to kura kaupapa Māori.
DETAIL 2 arguments to support the point of view	1 2

check answer

Possible responses:

1. If all children attend the same kind of school then everyone is equal.
2. In an ordinary school people have lots of opportunities to be exposed to Māori culture and language without going to a special school to focus on this.

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Task 4

Complete the text below by providing a CONCLUSION that summarizes the point of view expressed in the DETAIL section of the text. When you have finished the task, click check answer button to see a possible answer.

ONE-SIDED ARGUMENT TEXT TEMPLATE	
Text structure	Text
TITLE Outlines the general topic	Should parents allow young children to have cell phones?
TOPIC Re-states the general topic	Nowadays, many young children carry cell phones with them all the time.
FOCUS Provides more detail about the topic to focus the argument and/ or states writer's point of view	Cell phones are an important part of people's lives. Many people spend a lot of time sending text messages and making calls to friends and family members. I believe that parents should allow young children to have cell phones, especially now that they cost much less than they did a few years ago.
DETAIL 2 arguments to support the point of view	1. Parents often worry about their young children but they are likely to worry less if the children have cell phones because they can keep in touch with them all the time. 2. Many young children have cell phones and have fun sending messages to their friends. Those young children whose parents do not allow them to have cell phones may therefore miss out on lots of fun and may even find it more difficult to make friends.
CONCLUSION A summary of the writer's point of view	

check answer

Possible response:
In conclusion, I believe that parents should allow young children to have cell phones because they can help them to have fun and keep them safe.

Part B

Typical language features of a one-sided argument text

Verb Forms

In argument texts, writers often make suggestions rather than making definite statements. For this reason, modal verbs are commonly used. By using verbs such as can, could, might, should, writers protect themselves against too much opposition to what they are saying.

Using indefinite statements or cautious language in this way is called hedging. In the box below, you can see some examples of language that can be used for hedging.

1.	Modal verbs	e.g. can, may, might, should, could
2.	Lexical verbs	e.g. believe, assume, suggest, tend, think, indicate
3.	Adverbs of frequency	e.g. often, sometimes, usually, frequently
4.	Adverbs	e.g. probably, possibly, perhaps
5.	Adjectives	e.g. clear, probable, possible

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Textual Relations

In academic texts, there are some textual relations that are common in each kind of text we write. In argument texts, the most common relations are reason-result, statement-amplification, statement-example, concession-comment, and condition-consequence. In the case of reason-result, either the reason or the result can come first:

Result: Parents want their children to be fluent in te reo Māori
Reason: because previous generations did not have the possibility to learn and grew up feeling angry and disappointed about this loss.

Result: If they attend mainstream schools, they only have exposure to te reo Māori in short bursts
Reason: because of the way the timetable is generally organized.

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Textual Relations

In concession-comment and condition-consequence relations, the parts of the relation may also appear in either order.

Writers often use the concession–comment relation to provide two pieces of information, one of which raises doubts or questions about the other:

Concession: Although some people believe that it is better for all children to receive the same kind of education in the same kind of school environment,
Comment: many parents of Māori heritage children believe that language immersion education gives them a far better platform for their later life.

Comment: Many parents of Māori heritage children believe that language immersion education gives them a far better platform for their later life
Concession: although some people believe that it is better for all children to receive the same kind of education in the same kind of school environment.

Textual Relations

There are lots of ways of signalling textual relations. Here are some of them:

Reason-Result
The reason part of a reason-result relation is often signaled by ‘because’; the result part is often signaled by ‘as a result’ or by ‘so’, ‘therefore’, ‘and so’ or ‘and therefore’.

Statement-Amplification
The amplification part of a statement-amplification relation is often signaled by ‘and’, ‘in addition’ or ‘also’.

Statement-Example
The example part of a statement-example relation is often signaled by ‘for example’.

Concession-Comment
The concession part of a concession-comment relation is often signaled by ‘though’, ‘although’, ‘even though’ or, sometimes, simply by ‘but’.

Condition-Consequence
The condition part of a condition-consequence relation is often signaled by ‘if’.

Part C

Help to write a one-sided argument text

In this part of the unit, we are going to focus on writing an argument text. All of the information that has been presented in the first part of the unit will be used. In addition, you will learn how to emphasize particular aspects of your argument by backgrounding (making it less important) and foregrounding (making it more important), using the textual relationship of concession-comment.

Imagine that this is the writing topic you have been set:

Presenting and justifying an opinion.

Off-shore drilling is a threat to traditional Māori ways of life. Do you agree or disagree?

You should write at least 250 words.

You are required to support your arguments with relevant information and examples based on your own ideas, knowledge and experience.

Task 5

Here is a possible answer to the question on the previous slide. Decide on an appropriate order for the sentences and then number them from 1-10 in the number box provided. When you have finished the task, click button to check answer.

check answer

Number	Sentence	
	This kind of oil spill in New Zealand would damage the traditional sources of kaimoana (seafood) which are highly prized by Māori.	5
	In spite of the fact that it seems to offer some potential advantages to the country, off-shore drilling is also potentially very dangerous and clearly represents a threat to traditional Māori ways of life.	10
	Although it is true that off-shore drilling may provide some useful advantages particularly if significant oil reserves are discovered, I agree that it poses a great threat to traditional Māori ways of life because of the potentially catastrophic results from accidents associated with the procedure.	2
	In the end, the traditional Māori ways of life and the kaimoana that Māori view as such an important part of their traditional life-style are not important to a company whose headquarters lie outside New Zealand.	9
	Of course, the most dangerous aspect of off-shore drilling is the risk of a major oil spill.	3
	Another danger created by off-shore drilling is the damage to the seabed and the foreshore from the vast amounts of plant and machinery needed for the drilling process.	6
	Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand but others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.	1
	Even though off-shore drilling is controlled by regulations put in place by the government and are seen by many as a source of wealth for the country and employment for its citizens, the main objective of oil exploration is profit for a multi-national company.	8
	In other parts of the world, accidents involving off-shore drilling sites have resulted in wide-spread pollution of the surrounding ocean, significant damage to the shoreline and major impacts on wildlife.	4
	While the oil production from these off-shore drilling rigs may provide for some of New Zealand's future energy needs in the long term, in the short term their presence in the ocean disrupts the delicate balance of the ocean's ecosystem, changes the breeding and feeding grounds of fish and shellfish and changes migration routes.	7

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Here is a possible text template that you can apply when writing an argument text. This is also a useful planning guide which you can use to make notes before you start the writing of your complete text.

Title What is this about in a general sense?	
Topic Re-state and provide more information about the general topic	
Focus What am I arguing for or against?	
Detail Examples (3) to illustrate your point of view	1. 2. 3.
Conclusion Summary of your argument	

You will notice that in some cases, sections of the template are separated by dotted lines [-----]. This is because these sections of the text are linked. In general, a text has 3 main divisions:

- introduction
- body
- conclusion

The TTFDC sections of the text template can be linked to the introduction, body and conclusion of a text.

Text divisions	Text template
Introduction	Title
	Topic
	Focus
Body	Detail 1. [each point is a new paragraph]
	2.
	3.
Conclusion	Conclusion

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In the following chart, a summary of the material for the text you created (TASK 5) has been inserted into the text template in the right-hand column.

Introduction	Title What is this about in a general sense?	Is off-shore drilling a threat to traditional Māori ways of life?
	Topic Re-state and provide more information about the general topic.	Some people believe that off-shore drilling is a threat to traditional Māori ways of life because of the risks associated with it.
	Focus What am I arguing for or against?	I agree because there are dangers associated with this process.
Body	Detail Examples (3) to illustrate your point of view.	1. The risk of a major oil spill.
		2. Damage to the seabed and the foreshore.
		3. Multi-national companies do not care about the local situation.
Conclusion	Conclusion Overview of your stance.	Off-shore drilling is a threat to traditional Māori ways of life.

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Task 6.1

Read the text again below. You will notice that some words in the text have been highlighted in bold. Try to work out why those words have been highlighted and write your answer in the box provided. When you have finished the task, click button to check answer. Complete this task on the next slide.

Off-shore drilling is a threat to traditional Māori ways of life.

Do you agree or disagree?

Is off-shore drilling a threat to traditional Māori ways of life?

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand but others believe that it is a threat to traditional Māori ways of life because of the risks associated with it. Although it is true that off-shore drilling may provide some useful advantages particularly if significant oil reserves are discovered, I agree that it poses a great threat to traditional Māori ways of life because of the potentially catastrophic results from accidents associated with the procedure.

Of course, the most dangerous aspect of off-shore drilling is the risk of a major oil spill. In other parts of the world, accidents involving off-shore drilling sites have resulted in wide-spread pollution of the surrounding ocean, significant damage to the shoreline and major impacts on wildlife. This kind of oil spill in New Zealand would damage the traditional sources of kaimoana (seafood) which are highly prized by Māori.

Another danger created by off-shore drilling is the damage to the seabed and the foreshore from the vast amounts of plant and machinery needed for the drilling process. While the oil production from these off-shore drilling rigs may provide for some of New Zealand's future energy needs in the long term, in the short term their presence in the ocean disrupts the delicate balance of the ocean's ecosystem, changes the breeding and feeding grounds of fish and shellfish and changes their traditional migration routes.

Even though off-shore drilling is controlled by regulations put in place by the government and are seen by many as a source of wealth for the country and employment for its citizens, the main objective of oil exploration is profit for a multi-national company. In the end, the traditional Māori ways of life and the kaimoana that Māori view as such an important part of their traditional life-style are not important to a company whose headquarters lie outside New Zealand.

In spite of the fact that it seems to offer some potential advantages to the country, off-shore drilling is also potentially very dangerous and clearly represents a threat to traditional Māori ways of life.

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Task 6.2

check answer

The words highlighted (‘but’, ‘although’, ‘while’, ‘even though’ and ‘in spite of the fact that’) can all signal the textual relation of concession-comment.

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Now, let's focus on how the detail section of this text works. Look at the following two sentences:

A. Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand.
B. Others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.

You will see that these two sentences represent two different points of view. We can join these sentences together to make one sentence by using the conjunction 'and'.

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	and	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.

'And' is a very over used word in English. When you use 'and' to join two clauses, each of them is given equal weight. If you use 'but' to join the two sentences, your new sentence presents your case a lot more strongly.

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	but	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.

In the context we are considering, ‘but’ signals that your sentence involves concession-comment. As a writer, you are conceding that another point of view may be possible or is held by some people. What is important to note in a concession-comment sentence, however, is that whatever information is contained in the second of the two clauses is the point of view the writer supports or is arguing for. This is called foregrounding information. In the sentence below, we understand that the writer does not support the position that is presented in the first clause. The second clause is highlighted (fore-grounded).

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	but	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.
Clause 1 = concession		Clause 2 = fore-grounded information (Comment)

There are other conjunctions that can be used to achieve the same purpose. Here are some of them.

Many people believe that off-shore drilling can provide many benefits for Aotearoa/ New Zealand	although but while	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.

In each case, the information that follows the conjunction (although, but, or while) is fore-grounded.

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You can put the conjunctions ‘although’ and ‘while’ before the first clause. If you do, you need to insert a comma at the end of the clause.

Although While	many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	,	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.
Conjunction	**Concession**		**Fore-grounded information (Comment)**

As in the first example above, the information in the second clause is fore-grounded. The punctuation is important. In sentences where the signal of concession is the first word or phrase in the sentence, a comma separates the two clauses. Other examples of signals of concession that can be used in this way are ‘even though’ and ‘in spite of the fact that’.

Even though In spite of the fact that	many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	,	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.

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If you want to argue the other side of the question (that off-shore drilling is not a threat to traditional Māori ways of life), you can reverse the information in the clauses.

In the example below, the writer is arguing that off-shore drilling *is* a threat to traditional Māori ways of life.

(a)

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	but	others believe it is a threat to traditional Māori ways of life because of the risks associated with it.

In the example below, the author is arguing that off-shore drilling *is not* a threat to traditional Māori ways of life.

(b)

Many people believe that it is a threat to traditional Māori ways of life because of the risks associated with it	but	others believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand.

In the example below, the author is arguing that nuclear technology *is* a threat to traditional Māori ways of life.

(c)

Although	many people believe that nuclear technology has provided many benefits,	many also believe that it is a threat to life on earth because of the dangers associated with its use.

In the example below, the author is arguing that nuclear technology *is not* a threat to traditional Māori ways of life.

(d)

Although	many people believe that it is a threat to life on earth because of the dangers associated with its use,	others believe that nuclear technology has provided many benefits.

Task 7

Now let's put this into practice and create sentences containing a concession. Try to find pairs of sentences that belong together because they present different points of view on a topic. Write the number 1-5 in the relevant boxes. When you have finished the task, click button to check answer.

check answer

			Number
1	Off-shore drilling is governed by Government regulations.	Off-shore drilling requires a lot of plant and equipment which is not environmentally friendly.	
2	Big multi-national companies claim that off shore drilling is safe and non-invasive.	Off-shore drilling is potentially very dangerous if there is an oil spill.	
3	Some people claim that off-shore drilling will provide energy sources for the future.	Multi-national companies who are engaged in off-shore drilling are not always sensitive to the local context.	
4	Most multi-national companies claim that off-shore drilling is not a threat to the environment.	An oil spill from an off-shore drilling accident can destroy traditional fishing grounds.	
5	In traditional Māori ways of life, kaimoana (seafood) is valued as a food source.	The objective of off-shore drilling is to create wealth for multi-national companies.	

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Task 7: Answer

Check your answers below.

				Number
1	Off-shore drilling is governed by Government regulations.		Off-shore drilling requires a lot of plant and equipment which is not environmentally friendly.	2
2	Big multi-national companies claim that off shore drilling is safe and non-invasive.		Off-shore drilling is potentially very dangerous if there is an oil spill.	4
3	Some people claim that off-shore drilling will provide energy sources for the future.		Multi-national companies who are engaged in off-shore drilling are not always sensitive to the local context.	1
4	Most multi-national companies claim that off-shore drilling is not a threat to the environment.		An oil spill from an off-shore drilling accident can destroy traditional fishing grounds.	5
5	In traditional Māori ways of life, kaimoana (seafood) is valued as a food source.		The objective of off-shore drilling is to create wealth for multi-national companies.	3

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Task 8

Now make a single sentence from each of the pairs of sentences that you put together. You will sometimes have to change the wording slightly to make these two sentences into one sentence. Remember to check whether commas should be included. When you have finished the task, click button to check answer for some possible responses.

check answer

1

2

3

4

5

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Task 8: Answer

Here are some sample answers. Other answers are also possible.

1	In spite of the fact that off-shore drilling is governed by government regulations, it is potentially very dangerous if there is an oil spill.
2	Big multi-national companies claim that off-shore drilling is safe and non-invasive in spite of the fact that an oil spill from an off-shore drilling accident can destroy traditional fishing grounds.
3	Although it requires a lot of plant and equipment which is not environmentally friendly, some people claim that off-shore drilling will provide energy sources for the future.
4	Although the objective of off-shore drilling is to create wealth for multi-national companies, most multi-national companies claim that off-shore drilling is not a threat to the environment.
5	Even though in traditional Māori ways of life, kaimoana (seafood) is valued as a food source, multi-national companies who are engaged in off-shore drilling are not always sensitive to the local context.

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Part D

Write your own one-sided argument text

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Task 9

Here is your writing topic. You will notice that this is the same topic you have been working on. This time, when you write your argument, you should take the opposite point of view, that is, you should argue that off-shore drilling is NOT a threat to traditional ways of Māori life. Think carefully about foregrounding information, using concession signals and punctuation. Use the template below to help organize your text. Complete this task on the next slides.

Presenting and justifying an opinion

Off-shore drilling is a threat to traditional Māori ways of life. Do you agree or disagree?

You should write at least 250 words.

You are required to support your arguments with relevant information and examples based on your own ideas, knowledge and experience.

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Task 9 continued...

Write in the boxes provided.

Introduction	**Title** What is the general topic?	
	Topic What is this about in a general sense?	
	Focus What am I arguing for or against?	

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Task 9 continued...

Write in the boxes provided. When you have finished this task, click button to see a possible answer.

check answer

Body	**Detail** Examples (3) to illustrate your point of view.	
Conclusion	**Conclusion** Overview of your stance.	

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Task 9: Sample answer

Here is a sample answer.

Introduction	Title What is the general topic?	*Is off-shore drilling a threat to traditional Māori ways of life?*
	Topic What is this about in a general sense?	Many people believe that off-shore drilling is a threat to traditional Māori ways of life because of the risks associated with it but others believe that it can provide many benefits for Aotearoa/ New Zealand. Although there is some small risk to traditional Māori ways of life in the unlikely case of an accident associated with off-shore drilling, the advantages, particularly if significant oil reserves are discovered, outweigh these risks.
	Focus What am I arguing for or against?	I do not agree that off-shore drilling poses a threat to traditional Māori ways of life.
Body	Detail Examples (3) to illustrate your point of view.	Many people claim that the most dangerous aspect of off-shore drilling is the risk of a major oil spill. In other parts of the world, there have been some accidents involving off-shore drilling sites but there have been none that have caused significant pollution of the surrounding ocean or shoreline or on wildlife. A serious oil spill would be very unlikely in the case of New Zealand and a minor one would not represent a serious threat to the traditional sources of kaimoana (seafood) which are highly prized by Māori.
		Although it is claimed by some people that off-shore drilling damages the seabed and the foreshore because of the vast amounts of plant and machinery needed for the drilling process, their presence in the ocean does not disrupt the delicate balance of the ocean's ecosystem, does not threaten the breeding and feeding grounds of fish and shellfish and does not impact on migration routes. In addition, the oil production from these off-shore drilling rigs may provide for some of New Zealand's future energy needs both in the short and long term.
		Even though it has been claimed that the main objective of oil exploration is to create profit for multi-national companies, off-shore drilling is controlled by regulations put in place by governments and is a source of wealth for the country and employment for their citizens. The traditional Māori ways of life and the kaimoana that Māori view as such an important part of their traditional life-style are taken into account by the oil companies even when their headquarters lie outside New Zealand because they need to keep people onside.
Conclusion	Conclusion Overview of your stance.	In spite of the fact that it may represent a small threat to traditional Māori ways of life, off-shore drilling brings many potential advantages to Māori and to the people of New Zealand in general.

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Conclusion

In this unit, the focus was on writing one-sided arguments. In the next unit, the focus will be on some technical aspects of academic writing.

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Ka pai!

You have completed
Unit 3: Writing one-sided argument texts

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Instructions

1. You must enable ‘Macro’ to view this presentation;
2. For tasks, type your answers in the text boxes provided and click ‘check answer’ button;
3. Press X button top right or ESC button on keyboard to exit the programme;
4. Upon exit, you can choose to save your answers in the tasks by selecting ‘yes’;
5. Use arrows below to go to next or previous slide.

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Start Unit

Bridging to Tertiary Study: A support resource for Māori students

Diane Johnson & Sophie Nock

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Unit 4

Summarizing, reviewing, quoting, referring and referencing

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Introduction

One of the most important skills a writer can have is the ability to summarize. When you write college assignments that are more than a few paragraphs in length, you are usually expected to summarize their content. The ability to summarize is therefore very important. When we summarize what we have written and what other people have written, we need to be accurate, clear, concise[1], fair, honest and unbiased.

One type of writing that involves the ability to summarize is review writing. When you review a film, a book, an article, a web site, or anything else that has been created by others, you generally need to be able not only to summarize it, but also to comment on it.

Most academic articles and dissertations, as well as many college assignments, include a critical review of relevant work produced by others. A critical review of someone else's work may be largely positive, largely negative or a combination of the two. Whether you agree or disagree with what someone else has said or written, it is important that you should be fair. It is not enough simply to state that you agree or disagree with someone. You need to justify your agreement or disagreement by providing reasons for it. You should also always remember that being critical should never involve being impolite or disrespectful. When you review the work of others, you should always try to avoid emotional outbursts, exaggerated claims and intemperate language (language that is extreme, harsh or potentially offensive).

[1]A summary is *concise* if it expresses everything that needs to be expressed in few words.

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When we refer to, use or discuss other people's work in our own writing, we need to acknowledge our sources. We need to do this whether we quote from the work of others, summarize it, or make use of it as the source of information and ideas we include in our own texts. This is a simple matter of honesty and courtesy. In addition, you may be heavily penalized if you do not acknowledge your sources in academic writing. The use of other people's work without acknowledgment is referred to as 'plagiarism', and plagiarism is not only pointless, but also potentially dangerous. Even so, there *are* occasions when it is not necessary to refer to the work of others even though you have read it. This is when you make reference to things that are very widely known and agreed and are therefore included in many different pieces of writing. You may, for example, not have known the name of the current Prime Minister of New Zealand before you came across it in an article or in a newspaper. This does not mean that you need to refer to that article if you later write a text that includes the Prime Minister's name.

The ability to summarize the content of your own writing and that of others is important. It is also important to know how to quote from the work of others, how to refer to it in your text, and how to list references at the end of your text. In this unit, we will discuss each of these skills and provide examples.

Summarising your own writing

In earlier units, we introduced summary writing in the context of some short texts. The Conclusion section of texts often includes a summary. Many of the texts that we have examined so far are short. This inevitably means that where they include a summary, it will also be short.

Look at the argument text below, paying particular attention to the final sentence.

Should people be forced to turn off their cell phones in public places?

A letter in yesterday's national newspaper argued that people should be forced to turn off their cell phones in all public places. I completely disagree.

The great advantage of cell phones over land lines is that they make it possible to contact people wherever they are. If people have to turn off their cell phones in public places, much of this advantage will be lost and people could be put in danger as a result.

One example is a case where a teacher needs to contact a child's mother urgently to let her know that her child is sick but would be unable to do so because the child's mother is in a public place, such as a library.

Another example is a case where a child needs to contact its parents urgently to tell them that he or she has lost the money for the bus fare home but would be unable to do so because they are in a public place, such as a shopping mall.

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The argument that people should have to turn off their cell phones in public places does not stand up to close examination.

In the text above, the summary - the final sentence of the text – rewords the *Topic* (title) and includes the most critical part of the *Focus* section of the text, that is, the writer's opinion about the issue. It omits the background information in the *Focus* section (that is, the information about the letter in the newspaper). It also omits the details of the writer's argument. This is a very common form of summary. We find it again in the following very short text, where the summary is again the final sentence of the text.

Have computers made our working lives easier?

When personal computers were first produced, many people believed that they would make our working lives easier. Has this turned out to be true?

On the one hand, computers have made it easier to contact others and to find information about a wide range of topics.

On the other hand, they have led to a massive increase in correspondence and, in many cases, to information overload.

I believe that the personal computer has not made our working lives easier.

In the case of a longer text, the summary section will often refer not only to the *Topic* and *Focus* sections of the text, but also to the main arguments in the *Detail* section. In the following text, the summary in the final paragraph focuses on the *Topic* (title) (i.e. the similarities and differences between influenza and the common cold), reinforces critical information in the *Focus* section (i.e. that the differences are important) and restates the major similarities (i.e. that they are both caused by viruses and have some similar symptoms) and differences (i.e. that influenza is more serious and requires bed rest and medical attention) that are included in the *Detail* section.

Influenza and the common cold: Similarities and differences

Influenza (flu) and the common cold are different in some important respects in terms of their causes, their effects, their treatment and the extent to which they can be prevented.

Both the common cold and influenza are illnesses caused by infection by a virus. The common cold is generally a minor infection of the nose and throat; influenza is generally a more serious infection involving the lungs as well as the nose and the throat.

Both the common cold and influenza are caused by viruses, that is, by microscopic particles that can infect the cells of living organisms. Both are contagious, that is, they spread from one person to another. The viruses that cause the common cold affect the upper respiratory system (the nose and throat); the viruses that cause influenza affect the whole respiratory system, including the lungs.

Both the common cold and influenza cause coughing, sore throat and congestion. In the case of the common cold, these symptoms are often accompanied by sneezing, a runny nose and a weakened sense of taste and smell. In the case of influenza, the symptoms generally include headache, muscle and joint pains, tiredness and fever. The symptoms of the common cold usually last from a few days to a week; the symptoms of flu usually last from one to two weeks or longer.

In the case of both the common cold and flu, it is important to drink eight glasses of water and/ or juice a day to keep the lining of the nose and throat from drying out. Drinks that contain alcohol or caffeine should be avoided. A decongestant or antihistamine (or a combination of the two) can provide relief from coughing, nasal discharge and congestion. In the case of some kinds of flu, there are some antiviral medications (available only from medical practitioners) that can be helpful and bed rest is generally recommended. If you believe you have influenza, you should visit your doctor.

You are less likely to catch a cold or influenza if you avoid people who already have them. Where this is not possible, avoid touching or using the things that they have touched or used (such as hand towels). If you cannot avoid touching the things that they have touched, wash your hands after you have touched them. To avoid passing your cold on to others, cover your mouth with a tissue when you cough or sneeze and place used tissues in a sealed plastic bag.

There is no vaccination available for the common cold but vaccination can help protect you against certain types of influenza. You should be vaccinated every year because the flu virus changes constantly and so new vaccines are developed each year to help protect people against new strains of the virus.

The common cold and influenza are both caused by viruses and some of their symptoms are similar. However, the symptoms of influenza always include aching muscles and joints as well as fever, and influenza is generally a much more serious illness than the common cold, requiring bed rest and medical attention.

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Task 1

Look at the text below and explain how the summary section at the end relates to the other parts of the text. Complete this task on the next slide.

Title
Disposing of old computers

Topic
Millions of old computers need to be disposed of every year but disposing of them can be a problem because of the type of information they may contain, the type of materials from which they are made, and regulations governing their disposal.

Focus
Old computers may contain all sorts of personal and confidential information, such as health records or bank account numbers, that their owners do not want other people to access. Furthermore, some of the materials from which they are made, such as mercury, cadmium and chromium, can be very toxic (poisonous) to people or animals exposed to high quantities of them. For example, mercury can damage the central nervous system; cadmium can cause cancer and chromium can cause high blood pressure, liver disease and nerve and brain damage.

Detail
Simply deleting files does not prevent them from being recovered from the hard drive so it is important to remove hard drives before disposing of computers. It is also sensible to remove all indications of who computers belonged to, such as name tags.

It is important not to dump old computers in landfills along with biodegradable materials such as old clothes made from wool or cotton. This would expose people and animals to toxic materials which can cause serious illness and even death.

Conclusion
Because there are serious dangers associated with the disposal of old computers, it is important not simply to dump them where they can be found and the information on them retrieved and/or where they may endanger people or animals.

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Task 1 continued…

Look back at the text on the previous slide if needed and explain how the summary section at the end relates to the other parts of the text in the box provided. When you have finished the task click button to check answer.

check answer

The summary section of this text refers to the *Topic*: *Disposing of old computers* - the disposal of old computers

It also reinforces two important pieces of information in the *Focus* section:

1. they may contain sensitive information;
2. some of the materials can be dangerous.

Finally, in using the phrase ‘serious dangers’, it summarizes a critical issue raised in the *Detail* section of the text - they should be disposed of carefully.

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Reviewing the works of others

You may review the work of others (articles, books, films, Internet sites, etc.) simply to give your readers an overview of what they contain and to express your own opinion (supported by reasons) of their overall quality or of the quality of some aspects of them. You may, however, have a more specific reason for reviewing their work, such as clarifying the ways in which it has informed your own work or the ways in which your own work differs from it.

The critical literature review sections of academic articles, dissertations and some assignments provide an opportunity to indicate how your work relates to the work of others as well as to draw attention to any particular aspects of the work of others with which you agree or disagree or of which you approve or disapprove.

Printed below are two extracts from a thesis. The first extract refers to some of the information in a report called *Aotearoa: Speaking for ourselves* which was written by Jeffrey Waite and printed for the New Zealand Ministry of Education by *Learning Media* in Wellington (New Zealand) in 1992. The extract:

- indicates where the information that is summarized is to be found (by providing page numbers); and
- notes that most of the information in the report is useful;
- but it also observes that there is very little information of one particular type, giving a possible reason for this.

> There is, in Waite's report, a considerable volume of useful statistical information in several areas. There is statistical information about residence visas from 1987 – 1991 (p. 25), about the language backgrounds of migrants (p. 25), about speakers of Māori (p. 310), about Kohanga Reo (Māori-medium pre-schools) (p. 35), about Māori-medium and immersion schooling (p.35), about ethnic community languages (p. 55), about the languages of New Zealand's trade partners (pp. 63 & 64), about tourism (pp. 65 & 66), and about international subject enrolments in schools (pp. 68 - 70), There is, however, very little information about languages in universities with the exception of a section reporting on the completion of degrees involving a language major at five year intervals over a twenty year period (p. 71). This is, no doubt, because information about university language enrolments is, in common with some other types of information about tertiary education courses, difficult to find.

In the second extract (below), the writer refers to a report called the *Marshall Report.* That report written in 1976 by a working party whose members had been commissioned to make recommendations about the learning of second languages in New Zealand. As you can see, the writer believes that the report would have been more useful if it had included more statistical information to support the arguments and recommendations it makes. Its failure to supply adequate information as the basis for its arguments and recommendations is regarded by the writer as being a serious problem.

> The commissioning of the Marshall Report provided an opportunity for the collection of relevant statistical information and the provision of additional statistical information. That opportunity was largely missed. The Marshall Report contains very little statistical data to support its arguments and recommendations.

Task 2

The following review section of a text written by a student would be regarded by most lecturers as unacceptable. Why do you think this is the case? Write your answer in the box provided. When you have finished the task click button to check answer.

This article reports the results of a study of fifteen children in three different age groups who were learning to type using a new technique. It is a really boring article and the technique the children were using seems pretty hopeless. The older children learned more slowly than the younger ones. The author found this surprising for some reason, but I thought it was probably because they were old enough to work out that the technique was rubbish. Anyway, I thought it was rubbish.

check answer

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Task 2: Answer

The following is a possible response. The critical review on the previous slide would be regarded as unacceptable by most lecturers for a number of reasons. Here are some of them.

The review does not include an adequate summary of what the article is about. We are told that there were fifteen children in three different age groups but we are not told what the age groups were or how many of the fifteen children were in each of the three age groups. We are told that the children are learning to type using a new technique but we are not told what that technique is. We are told that the author of the article was surprised by the fact that the older children learned more slowly than the younger ones "for some reason" but we are not told whether the author actually gave a reason or, if so, why the reviewer does not appear to think that the reason was acceptable. The review includes emotive words, such as 'boring', 'hopeless' and 'rubbish'. Although the reviewer clearly indicates that he or she considers the article to be 'rubbish', there is no clear indication of why this is the case. In other words, the reviewer expresses opinions which are not supported by any clear and coherent arguments.

Quoting from and referring to the work of others in your own writing

You will often need to summarize, quote from, or refer to the work of others in your own writing. In each case, you need to provide *a reference to the work in your text (in-text referencing)* and in a *list of references at the end of your text*. You need to do this not only because it is important to acknowledge the works of others, but also because it is important to provide your readers with sufficient information about these works to enable them to find them and check them for themselves.

There are a number of different ways of referencing the works of others. One of the most popular approaches to referencing is the approach recommended by the *American Psychological Association* (APA) which produces guidelines to help writers. The complete guidelines are available in a manual published by the American Psychological Association: *Publication Manual of the American Psychological Association*. The style of referencing referred to here is the style recommended in that manual. You need not follow this particular style of referencing. Indeed, it may not be the style that is recommended by your lecturers. For this reason, it is important to find out whether a particular style of referencing is required on a particular occasion.

Whatever style of referencing you follow, you need to be consistent in using it. Always avoid using more than one style of referencing in the same piece of writing.

When you quote directly from someone else's work in your own writing, you need to use quotation marks unless the quotation is a long one (approximately forty words or more) that starts on a new line and is indented.

Any words quoted directly from someone else's work should be copied exactly as they appear in the original (including the original spelling). If you omit some words from a single sentence in the original, you should indicate this omission by including three points (. . .). If the words you omit are from more than one sentence, you should include four points (. . . .).

To indicate the source of a quotation in your text, you should include the family name of the author or authors, the date of publication and the page number or page numbers.

Where quotations are indented and start and finish on different lines from the rest of the text (as they should always be if they are 40 words or longer), they should not be included within quotation marks.

There are some examples of in-text references on the next slide. Notice the use of brackets, commas and spacing in the examples. Notice too that where a quotation covers more than one page on the original source, this is indicated by the use of pp. (pages) rather than p. (page). Where reference is made to a paragraph rather than a page (as in the case, for example, of many documents available on the Internet that do not have page numbers), the symbol (¶) is used for 'paragraph'.

- Barlow (1996, p. 8) describes ‘aroha’ as “a sacred power that emanates from the gods”.

- The term ‘aroha’ is described as “a sacred power that emanates from the gods” (Barlow, 1996, p.8)

- Graddol (2006, p. 12) notes that “English is now redefining national and individual identities worldwide; shifting political fault lines; creating new global patterns of wealth and social exclusion; and suggesting new notions of human rights and responsibilities of citizenship”.

- Xiaoshu and Dongming (2003, ¶18) observe that the translation of literary and artistic works is “not only a science with its own peculiar laws and methods, but also an art – an art of reproduction and re-creation”.

- Xiaoshu and Dongming (2003, ¶18) observe that the translation of literary and artistic works is “not only a science . . . but also an art”.

- As Johnson (2003, p. 22) observes:

> The fact that children can understand, and make themselves understood with little difficulty in predictable, day-to-day contexts does not mean that their language is adequate to support their academic goals. It would appear to follow from this that we need to provide language learners, including those in immersion or semi-immersion contexts, with some form of instruction in the forms/ grammatical structures of the target language.

- As Johnson (2003, p. 22) observes: “The fact that children can . . . make themselves understood . . . does not mean that their language is . . . accurate . . . . It would appear to follow . . . that we need to provide language learners . . . with some form of instruction in the forms . . . of the target language”.

If you want to add something to a quotation to make the meaning clearer, the addition should be in square brackets:

- As Johnson (2003, p. 22) observes:

> The fact that children can understand, and make themselves understood with little difficulty in predictable, day-to-day contexts does not mean that their language is adequate to support their academic goals. It would appear to follow from this that we need to provide [all] language learners . . . . with some form of instruction in the forms/ grammatical structures of the target language.

So far, we have looked at some examples of in-text referencing. Now let’s look at how some of these references would be represented in the reference list at the end of the text in which they appear.

The first thing to note here is that the list of references at the end of a text should be arranged alphabetically. The second thing to note is that each item in the list should include the initials as well as the family names of the authors, the year the work was published (in brackets), the title of the work, the place of publication and the publisher. Where the original work appeared on the Internet, the URL address needs to be included as well as the date on which you consulted the site.

Here is a sample reference list made up of some of the works referred to above. Notice that the second and subsequent lines of references included in a reference list are usually indented.

References

Barlow, C. (1996). *Tikanga whakaaro: Key concepts in Māori culture*. Auckland: Oxford University Press.

Johnson, D. (2003). Teaching languages to young learners: Asian rim experiences. *Journal of Māori and Pacific Development*, 4(1), pp. 20 – 31.

Xiaoshu, S., Dongming, C. (2003). Translation of literary style. *Translation Journal*. Retrieved 02/07, 2003, from the World Wide Web: http://accurapid.com/journal/23style.htm.

Notice that book titles and the names of journals and periodicals are in italics, but the titles of articles that appear in books or journals and periodicals are not in italics.

Where you refer to a work with between three and five authors, all of the authors' family names should be included the first time you refer to their work in your text. In later references to the same work in the same text, you should refer directly only to the family name of the first author and follow that name by 'et al.' which stands for the Latin words 'and others'.

If you refer to the same work more than once *within the same paragraph*, you need to include only the page numbers you are referring to after the first reference.

Where you refer in your text to a work that has six or more authors, even the first in-text reference should include only the family name of the first author followed by a comma, a space and et al. (meaning 'and others').

Harmsworth, Barclay-Kerr and Reedy (2002, pp. 40 - 68) outline research on this area that was undertaken between 1998 and 2002.

Later in-text reference in the same paragraph:
Harmsworth, et al. focus on the importance of the issue of values.

Later in-text reference in a different paragraph:
Harmsworth, et al. (2002) introduce a range of significant questions.

In the reference list at the end of your text, the work referred to above would be listed as follows:

Harmsworth, G., Barclay-Kerr, K., & Reedy, T. (2002). Māori sustainable development in the 21st Century: The importance of Māori values, strategic planning and information systems. *Journal of Māori and Pacific Development, 3*(2), 40-68.

Where a work to which you wish to refer has no publication date, include n.d. (no date) in brackets after the family name of the author: Rangi (n.d.) studied primary students' behaviour.

If you want to learn more about referencing, you can find lots of useful sites on the Internet.

Conclusion

A final note

Summarizing, reviewing, quoting, referring and referencing are important skills that those who write in academic and professional contexts need to develop. These skills, like the other skills involved in planning, organizing and writing coherent texts, take time to acquire. However, they are well worth the effort. Good writers generally do well in their studies and are highly sought after by employers.

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Ka pai!

You have completed
Unit 4: Summarizing, reviewing, quoting, referring and referencing

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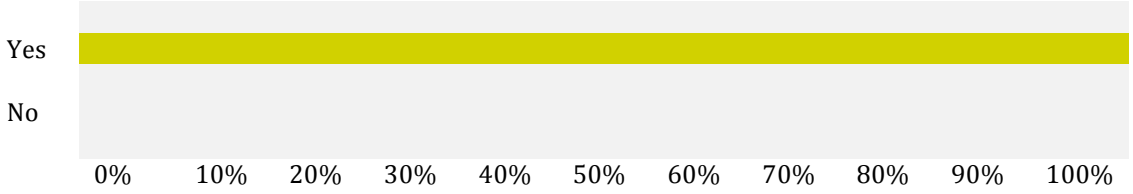
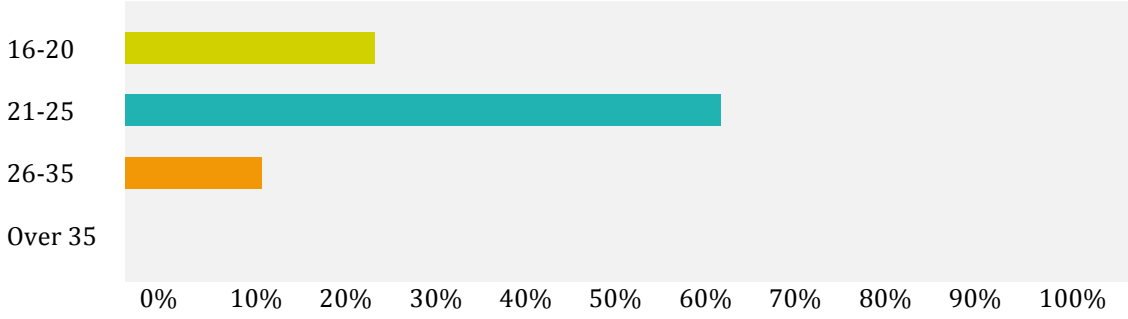
QUESTIONNAIRE DATA ANALYSIS

Q1: Do you identify yourself as Māori?



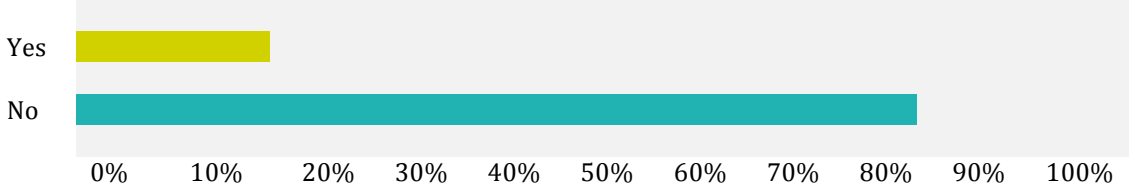
Yes	100%
No	0%

Q2: Please indicate your age range.



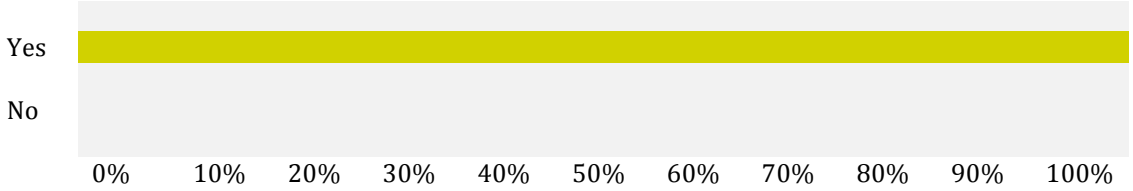
16-20	25%
21-25	62.5%
26-35	12.5%
Over 35	0%

Q3: Are you about to begin studying for a first degree?



Yes	14.29%
No	85.71%

Q4: Are you already involved in studying for a first degree?

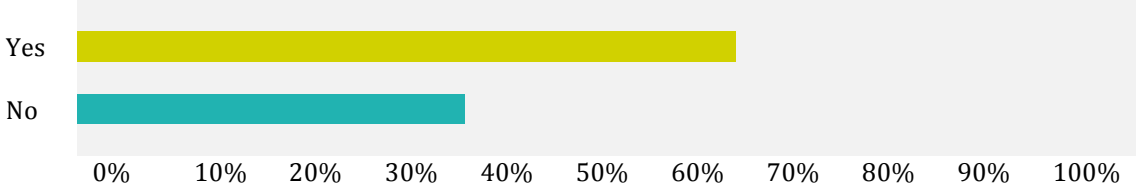


Yes	100%
No	0%

Q5: If you answered YES to the question 4 above, what subject areas are you studying? Range of subjects included:

- BMS & BSc
- Environmental
- Law and media
- Media and Creative technology
- Psychology
- Social Science

Q6: Have you had any difficulty in the past in writing assignments in English?



Yes	62.5%
No	37.5%

Q7: If you answered YES to the Question 6 above, what do you think the main reasons were? Students' responses included:

"Vocab range, didn't know how to write sentences properly. My writing was not up to scratch i.e. academic writing wasn't on point"

"Because I didn't feel confident talking to people about my problems in writing assignments in English"

"Laziness and not structuring writing assignments properly"

"Not sure of how to structure the assignment and what kind of answer/information the marker is looking for"

"Not confident talking to lecturers"

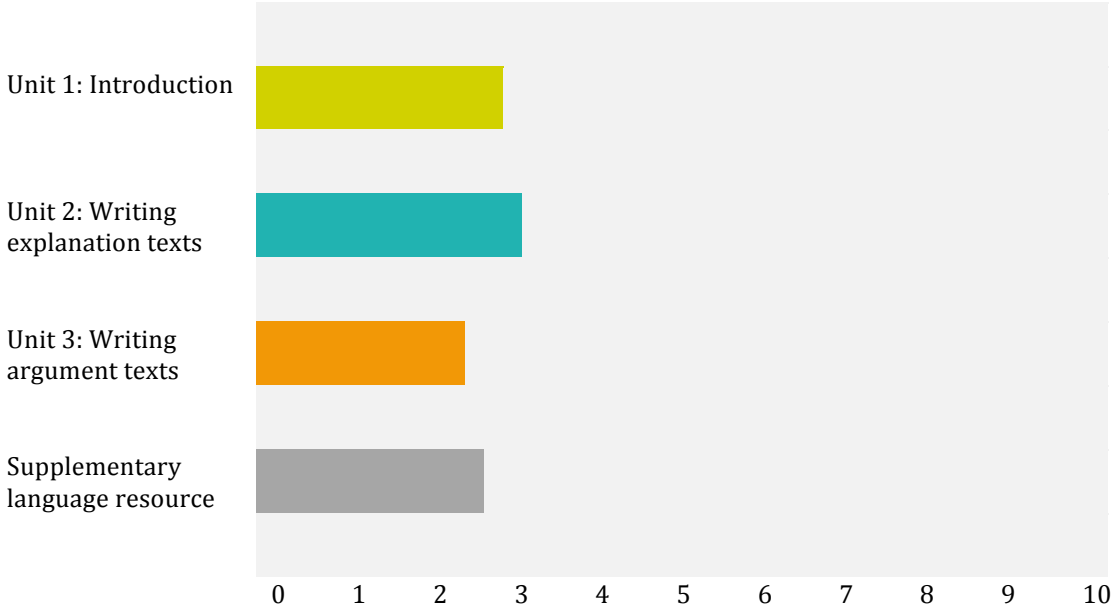
Q8: Approximately how long did it take you to work through the three main units of the resource? Please indicate hours, days, weeks, or months.

- Weeks (personal issues)
- 1-2 hours
- 2-3 hours for each unit
- 3.5 hours
- 4 hours in total
- 2 days
- Awhile

Q9: If you also worked through the supplementary language resource, how long did it take you? Please indicate hours, days, weeks, or months.

- Around the same as above
- Weeks
- N/A
- N/A
- I'm not too sure what that is?
- Awhile

Q10: How useful and/or interesting did you find the three units you trialled and the supplementary language resource?



Units 1-4	Very interesting	Very useful	Interesting	Useful	A little interesting	A little useful	Not interesting at all	Not useful at all
Unit 1: Introduction	37.50%	0.00%	25.00%	25.00%	0.00%	12.50%	0.00%	0.00%
Unit 2: Writing explanation texts	0.00%	50.00%	25.00%	12.50%	0.00%	12.50%	0.00%	0.00%
Unit 3: Writing argument texts	12.50%	50.00%	25.00%	12.50%	0.00%	0.00%	0.00%	0.00%
Supplementary language resource	0.00%	50.00%	25.00%	25.00%	0.00%	0.00%	0.00%	0.00%

Q11: What are the reasons for your response to Question 10 above?

"They all helped"

"Because I feel much better doing work in my own time and because I feel that I am more confident to talk to my Tutors"

"It explained how to do things in way that made it easier for me to understand"

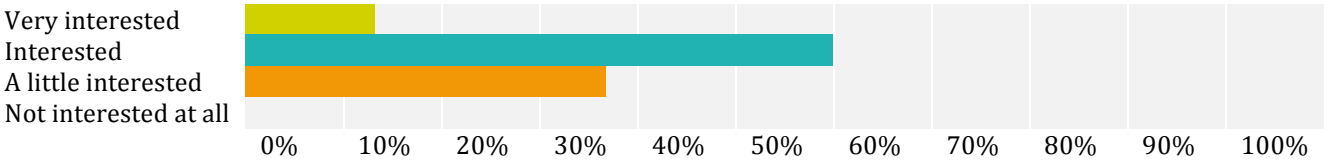
"In law there is a high threshold for academic writing - although these courses were useful in laying out the foundations - I actually found that I already had the foundations and built on them throughout my law degree - however reminders of particular things were good"

I found Unit 1 very interesting because clarified a lot of terms which I was not sure about, and also had plenty of activities. Unit 2 & 3 had less activities, but required more work. The more reading I had to do the less interested I was. The activities, which broke up, the reading helped with my focus. Unit 2 & 3 were useful however, I remember more from Unit 1. I am thinking of using theses unit to help with my essays"

"I found the tables very useful. They were easily understood and I was able to refer back to them when needed"

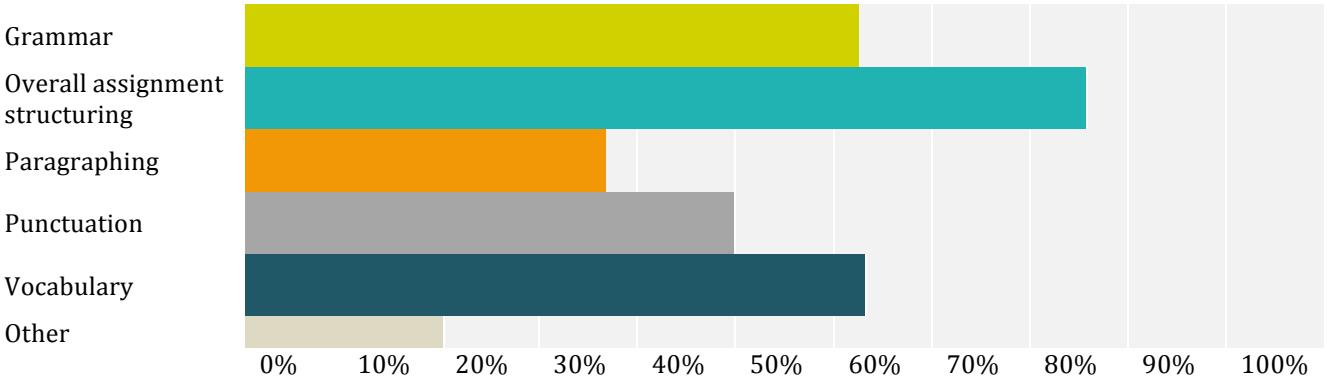
"Because I'm still struggling"

Q12: The resources you have been trialling is made up of just three units of a much larger one that includes advice about writing other types of texts and about referencing and footnoting etc. On the basis of your experience in trialling the first three units, how interested would you be in working with the other units?



Very interested	12.5%
Interested	50%
A little interested	37.5%
Not interested at all	0%

Q13: What things do you find difficult about writing academic assignments in English? Tick as many boxes as you wish.



Grammar	62.5%
Overall assignment structuring	87.5%
Paragraphing	37.5%
Punctuation	50%
Vocabulary	62.5%
Other	12.5%

Q14: If you selected 'Other' in Question 13 above, please indicate the particular areas of difficulty you have had.

"I've never liked referencing"

Q15: Please add any other comments if you wish.

"The units were a great way to refresh my mind after being away from study for a while. It would have been great if the information was presented in a different way, like an app for an example, something that's interactive? Or maybe in book form? Something that's easy to refer back to, rather than having to flick back through slides"