Report

Exemplar

The senior management of your school would like to know how technology is being used to help learning in each class. You have been asked to provide information about your English B class. Write a text in which you describe the different ways that technology is currently used in this class, and explain whether or not each technique is popular, and also to what extent it is benefiting learning.

Use of technology in English B classes.

The instructions for this report were to investigate how much technology was used in class, and for what purposes; and also, to interview some students to find out what they think about the use of technology in studying English B. The teachers were also interviewed, in order to find out their thinking about using technology, or not.

The use of technology

There are six English B groups for Diploma HL and SL: three in the first year and three in the second year. These groups are taught by three English B teachers, and each takes one group in each year.

The three teachers have different approaches to using technology - simply put, one uses technology all the time, another sometimes, and another very rarely.

- 'All the time' - In these classes, all students have their laptops on throughout the lesson, in order to (i) receive materials from the teacher; (ii) carry out online research; and (iii) write and submit tasks set by the teacher. It is most usual for students to work on their own, or in small groups - there is little time for whole-group discussions. However, the teacher also uses laptop to project material for the whole group to see, or to show videos.

- 'sometimes' - In these classes, students are told whether they should turn on their laptops at the beginning of the lesson, and this depends on the work that is to be done. Much of the work in class involves direct conversations between the students and the teacher, but this is often supported by 'head-down' time (as they call it), either researching on the internet or writing e.g. preparing speeches to be given to the rest of the group.

- 'Very rarely' - In these classes, students normally only use laptops outside the classroom.

Opinions about technology

Work in class mainly involves "oral practice", as the teacher calls it, which means that the teacher talks about various subjects, the students listen and take hand-written notes, and then there is discussion in small groups.

Four students were interviewed in each group, and each teacher was interviewed separately. The interviews with the students showed that, in fact, they were each fairly happy with the approach to technology in their classes. Those in the 'all the time' groups said that they liked the way that using technology provided them with a lot of interesting material, and allowed them to work at their own pace, in their own way. Those in the 'sometimes' groups liked the changes between the real-life discussions, and the quieter 'head-down' research. Those in the 'very rarely' groups liked the way that the teacher talked to them very personally about interesting things, asking them their opinions - and one person said that it was good to practice handwriting because "the final exams are like that"

In their interviews, each teacher said that they were happy with the approach they used. The one who uses technology the most said that she really enjoyed exploring with the students all the interesting techniques you could use. The teacher who uses technology the least said that he felt that the language is best learned through face-to-face real conversation, not through a keyboard. Finally, the one who uses technology 'sometimes' said that she didn't have strong opinions for or against but just used technology when she thought that it helped the students to do a particular task, such as research.

Conclusion

Overall, it seems that technology is used in English B in different ways, and that students appreciate such different approaches. The question must be whether one or other approach is actually better in teaching English - but finding out about that was not part of this report.

Audience + Purpose
- The basic context will be explained in the question - and you will then have to invent the details of the report, expanding on the basic background provided.
- The audience will be specified in the question (i.e. the specific person or group of people who have asked for the report)
- The fundamental purpose is to provide an objective, reliable account of some situation or event - methodically, clearly and efficiently. Personal and subjective reactions would not be considered appropriate.

Register + Tone
- Will generally adopt a formal register.
- Will have a tone which aims to be impersonally authoritative.

Conventions
- Will have a title.
- Will use a neutral/objective style (e.g. presents ideas and facts plainly).
- Will have a clearly structured layout (e.g. a clear introduction, sub-headings, short brief paragraphs/sections, etc.).
- Will use passive voice.
- Will have a conclusion; or a recommendation if this has been required.

Useful Language

Stating purpose	- The objective of this report is to examine...- This report has been commissioned to assess... - At the request of [senior management / the department], this document outlines...
Framing context	- In light of recent developments...- As part of the ongoing evaluation of... - Following the implementation of...
Presenting data or observations	- Feedback gathered from students indicates that... - It was observed that a significant proportion of learners... - Survey results reveal a clear trend towards... - Preliminary findings suggest that...
Emphasizing relevance	- These findings are particularly relevant in the context of... - This is of particular importance considering...

How to choose it in Paper 1
- The situation involves providing factual information or findings.
- There is a clear audience that expects a formal and structured response.
- The prompt expects analysis, comparison, or recommendation.
- The task logically requires a structure with sections or headings.