

Studying and living in English

ANU Academic Skills

Discuss in pairs

- Which skills are you best at:
 - Listening
 - Reading
 - Speaking
 - Writing
- What could you do to improve these areas?



ACADEMIC SKILLS

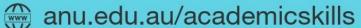
WRITING CENTRE

Bring a fresh perspective to your work!

LEVEL 3
DI RIDDELL STUDENT CENTRE
OPEN ALL YEAR



For more information, or to book an appointment





academicskills@anu.edu.au





DISCUSS YOUR WRITING AND ASSIGNMENTS WITH A TRAINED PEER MENTOR

PER WRITING SERVICE



MARIE REAY
TEACHING CENTRE

DURING SEMESTER





LET'S SPEAK ENGLISH!

Join fun conversation groups, make new friends and meet local students! All ANU students welcome.

Weeks 1-12, semester 1 and 2





Moran G7 Building #26B











Discuss in pairs

- Which skills are you best at:
 - Listening
 - Reading
 - Speaking
 - Writing

- Receptive
- What could you do to improve these areas?



Overview

- Spoken academic English
- Academic reading and writing
- Everyday English





Immerse yourself in English to help with your self-directed learning

Spoken academic English





Sharing your views

- Your point of view matters
- Your views should be based on evidence
 - "I think that..."
 - "Based on... I think that..."
 - "From my perspective..."
 - "I see this as..."



Asking questions

- You can do this at any time:
 - "I might have misunderstood..."
 - "I could have this mixed up..."
 - "Correct me if I'm wrong, but..."
 - "I have a question..."



How can you disagree respectfully?

- Acknowledge their perspective
- Offer an alternative
- Support your position
 - "I can see your point, but..."
 - "I tend to think that..."
 - "My reason is..."
 - "The evidence suggests..."



Consider the scenarios and discuss your responses with your partner.



Reading and writing



- What are some differences between spoken and written academic English?
 - Different formats (e.g. essay, report)
 - Vocabulary
 - Being specific is very important
 - Academic English is like learning another new language



Not very academic	More academic
Jones (2009) said that	Jones (2009) argued that
The refugees couldn't put up with the situation any longer.	The refugees could not tolerate the situation any longer.
The Australian government always likes to trade with its neighbours.	Since the 1970s, the Australian government has had a more positive view of trade with its neighbours.

Not very academic	More academic
Lots of scientists say that we	
have to do more to tackle	
climate change right now	
I believe that	
This is an interesting	
method of analysis.	
There was a fantastic	
improvement in the 2018	
performance.	

Not very academic	More academic
Lots of scientists say that we have to do more to tackle climate change right now	Scientists argue that more immediate action needs to be taken to address climate change (reference).
I believe that	I argue that I contend that
This is an interesting method of analysis.	This method of analysis is unusual compared to (reference)
There was a fantastic improvement in the 2018 performance.	There was a significant improvement in the 2018 performance (reference).

Active reading for content and context ...

- Managing the reading
- New vocabulary?
 - Concentrate on the main ideas first
 - Guess the meaning from the context
 - Read a variety of texts about the topic

Fredericks

'We don't leave our identities at the city limits'

Understanding connections to place

Moreton-Robinson (2007) articulates how Indigenous peoples' sense of place, home and belonging is configured differently to that of magnetism in terms of knowing. She asserts that there is no other homedand that provides a point of origin, or place for multiple identifies. Instead our rendering of place, home and country is Instead our rendering of place, home and country is the basis for our ownership' (Moreton-Robinson 2007;37). Sally Morgan (2008;263) describes this in part when she explains that:

When we experience that deep longing inside ourselves, then we know our country is calling us back. It is time to go home, even if only for a short while. This is because my country is far more than what can be seen with physical eyes. Our country is the home of our ancestral apriris, the place of our Delonging. The core of our humanity.

The realities of Indigenous place and Indigenous ownership of place remain unchanged, even though the processes of colonisation in Australia have dispossessed and displaced. Indigenous connections, access and control within and of place. In urban localities, as in other geographic localities, Aboriginal peoples still have Indigenous belonging and Indigenous ownership of place. This exists regardless of whether multi-storey buildings, freeways, sports grounds, houses and places of worship have been built within that geographic locality. It exists regardless of whether multi-storey buildings, freeways, sports grounds, houses whether individual Australians claim ownership. Non-Indigenous territoralisation of sites and land holdings is only possible through the dispossession and deterritorialising of Aboriginal people from frat land.

Within urban localities, a multiple of realities and connections to place can exist. This includes the Aboriginal ownership of place and the non-Indigenous attachment and connections to place — which may be karted depending on that urban centre's history and economic situation. Sommerville (2010) contends there are a mixture of complex political realities of Indigenous/non-Indigenous relationships in place and that some places offer multiple and contested stories of experiences of that place. Sometimes, the experiences

of place contain deeply held beliefs and emotions, and people may display emotional behaviour in relation to place - such as affection, nostalgia or islike (Memmott and Long 2002). Furthermore, as emotions and behaviours develop, they may also then be 'maintained by groups of people having collective experiences at those parts of the environment and reinforced through feedback from ongoing experiences at such places' (Memmott and Long 2002:40). Through this process, it is sion and allow for multiple identities and margin alised groups (Sibley 1995) or enact 'a place-based politics which is reactionary, exclusionary and blatantly supportive of dominant regimes' (Oakes 1997:526). That is, places can enact feelings of welcome, belonging and inclusion, or feelings

Everyday Life constructs the notion of belonging as a sentiment that develops over time through everyday activities. For De Certeau, simple every day activities are part of the process of appro-1 600 over time, belonging and attachment are estab- Port culo lished and built on memory, knowledge and the place? experiences of everyday activities. This is seen in the experiences of non-Indigenous Australians, who have developed attachment and belonging to places based on the dispossession of Aboriginal people and on their everyday activities over the past 200 years. During this time, non-Indigenous people have marked their appropriation and territorialisation with signs, symbols, representations and images. In marking their attachment, they also define how they position Indigenous people

— both by our presence and our absence. The concepts of place and space are closely related. Sommerville (2010) 327) argues that place and space are so 'deeply implicated in one another it is difficult to consider one without the other. Mills (2006) explains that 'space is a question of relations: perceptions of and actual relations between the individual, the group, institutions and architecture, with forces being perceived as restricting or enabling movement or access. Gupta and Terguson (1992:8) state that 'an identity of a place emerges by the intersection of its specific involvement in a system of hierarchically organised spaces with its cultural construction

Australian Aboriginal Studies 2013/1

Summary: Ble places - spaces hold and exact somary send and both positive enegative they can never be hearthful.

for Alonghad people, these emotions are nounary hellinging to the Alonghad people, these emotions are nounary hellinging to a pace political.

neutral

political

verter

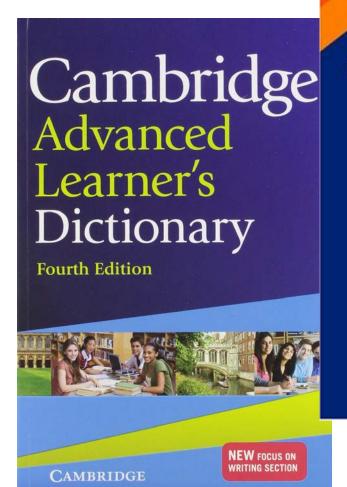
Killen S

... and then vocabulary

- Make a glossary
- Notice common terms and phrases in your disciplines
- Academic word list
- Vocabulary size test







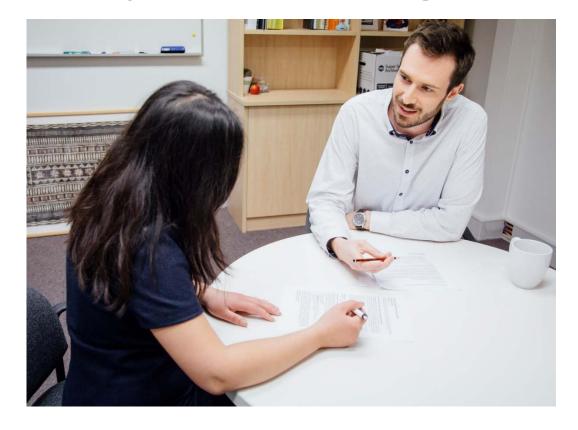
MICHAEL SWAN Fully Revised Practical English Usage Easier, faster reference

Advanced Grammar in Use A self-study reference and practice book for advanced learners of English **Third Edition** with answers **Martin Hewings**

OXFORD

How can you improve your writing?

- Read and write regularly
- Seek feedback
- Act on feedback
- Be patient it takes time and practice





Everyday English



Everyday English

 What can you do to immerse yourself in everyday English?



Handy hints

- Live in English
 - Change your devices to English
 - Watch television, YouTube, movies in English
 - Set regular time to practice
- Get familiar with safe small talk topics
 - Weather
 - Movies & TV
 - Hobbies & sport





LET'S SPEAK ENGLISH!

Join fun conversation groups, make new friends and meet local students! All ANU students welcome.

Weeks 1-12, semester 1 and 2





Moran G7 Building #26B













About ANUSA

Campus Life

Advocacy

Services

Welfare

What's On

Employment

Con



Campus Life >Clubs Info

ANU boasts almost 150 clubs, offering unique educational, sporting, cultural and social opportunities to members.

See the full list of clubs here.





ACADEMIC SKILLS

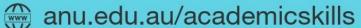
WRITING CENTRE

Bring a fresh perspective to your work!

LEVEL 3
DI RIDDELL STUDENT CENTRE
OPEN ALL YEAR



For more information, or to book an appointment





academicskills@anu.edu.au

