# Communication Skills for your Education Degree

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# Communication Skills for your Education Degree

CRITICAL STUDY SKILLS

JANE BOTTOMLEY, KULWINDER MAUDE, STEVEN PRYJMACHUK AND DAVID WAUGH

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*Jane Bottomley, Steven Pryjmachuk, Kulwinder Maude and David Waugh*

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# Introduction

*Communication Skills for your Education Degree* is the fourth book in the *Critical Study Skills for Education* series. The *Critical Study Skills for Education* series supports student teachers and other education professionals as they embark on their undergraduate degree programme. It is aimed at all student teachers, including those who have come to university straight from A levels, and those who have travelled a different route, perhaps returning to education after working and/or raising a family. The books in the series will be of use both to students from the UK, and international students who are preparing to study in a new culture – and perhaps in a second language. The books also include guidance for students with specific learning requirements.

As well as subject-specific and pedagogical knowledge skills, teachers and other education professionals need to develop what are often described as 'soft skills', that is, communication skills and people skills. The terms 'oracy skills', 'interactional skills' and 'interpersonal skills' are also commonly used. Whichever terms are employed, the skills they describe are becoming increasingly important in university and professional settings. *Communication Skills* aims to support education students as they engage in vital oral and written communication activity in their educational studies and professional lives. It focuses on improving general oral and written communication in professional life. It also provides guidance on public speaking, in particular, academic presentations, and covers the skills you need to participate in group discussions, especially seminars. It also provides guidance on communication with lecturers during tutorials, as well as discussing the skills required for successful networking in a range of contexts, including social media. If you require more information on academic writing, related to essays or dissertations, see another book in this series, *Academic Writing and Referencing for your Education Degree*.

Between them, the authors have many years' experience of both teaching practice and education, and academic study skills. All the information, text extracts and activities in the book have a clear education focus and are often directly linked to the **Teachers' Standards**. There is also reference to relevant institutional bodies, books and journals throughout.

The many activities in the book include **tasks**, **reflections**, **top tips**, and **case studies**. There are also **advanced skills** sections, which highlight particular knowledge and skills that you will need towards the end of your degree programme – or perhaps if you go on to postgraduate study. The activities in the book often require you to work things out and discover things for yourself, a learning technique which is commonly used in universities. For many activities, there is no right or wrong answer – they might simply require you to reflect on your experience or situations you are likely to encounter at university or in your professional life; for tasks which require a particular response, there is an answer key at the back of the book.

These special features throughout the book are clearly signalled by icons to help you recognise them:


Learning outcomes;


Quick quiz or example exam questions / assessment tasks;

 Reflection (a reflective task or activity);

 Case studies;

 Top tips;

 Checklist;

 Advanced skills information;

 Answer provided at the back of the book.

Students with limited experience of academic life and educational practice in the UK will find it helpful to work through the book systematically; more experienced students may wish to 'dip in and out' of the book. Whichever approach you adopt, handy **cross references** signalled in the margins will help you quickly find the information that you need to focus on or revisit.

There are three **Appendices** (Academic levels at university; Key phrases in assignments; English language references) at the back of the book which you can consult as you work through the text.

We hope that this book will help you to become a successful communicator in all areas of your education studies and practice.

## A note on terminology

In the context of this book, the term 'education' should be used to include 'teaching, teacher training and the allied education professionals', wherever this is not explicitly stated.

# Chapter 1
# Professional speaking skills

## Learning outcomes

**After reading this chapter you will:**

- be aware of the particular characteristics of professional, as opposed to social, communication;
- develop your understanding of the role of oral communication in the context of teaching;
- be aware of the importance of oral communication skills as a part of the professional relationship;
- be aware of strategies which can help you communicate and interact with parents and carers, colleagues and third parties in a clear, appropriate and effective manner.

This chapter provides guidance to help you improve your oral communication skills in teaching and education contexts. It will present a number of strategies to help you communicate and interact with pupils and parents in a clear, appropriate and effective manner.

## Communication

A human language is essentially 'a signalling system' (Barber, 2000, p 2). The signals used include sounds, written symbols such as alphabets, and signs such as those in road signals, semaphore and the sign languages used by the Deaf Community. **Communication** can be defined as the transmission or exchange of information and ideas using these signalling systems.

Communication skills are one of the core skills of teaching, and they are central to the Teachers' Standards Part 2 (2011). In this chapter, the focus is on general **oral communication**. Other chapters in this book deal with specific areas of oral communication which are important in academic life, ie presentations, seminars and tutorials. Chapter 6 focuses on the spoken and written communication skills required for successful networking. Chapter 2 looks at some areas of practical **written communication** in teaching. Another book in this series, *Academic Writing and Referencing for your Education Degree*, explores the writing skills you need to produce academic essays and dissertations.

CROSS REFERENCE

*Academic Writing and Referencing for your Education Degree*

The word 'communicate' presupposes the involvement of a person or persons on the receiving end of the transmission of information (eg the audience in a presentation) or participating in a two- or multi-way communication process (eg students participating in a seminar or teaching pupils in school settings). For this reason, some people also use the word **interaction** when discussing these processes.

CROSS REFERENCE

*Studying for your Education Degree*, Chapter 3, Becoming a member of your academic and professional community, Graduate attributes

**Communicative and interactional competence** is the focus of much current educational research (see for example Escobar Urmeneta and Walsh, 2017), and it is seen by many as key in the development of a range of **intellectual and interpersonal skills**. The development of these skills has become increasingly prioritised by universities in recent years. They form an important part of the '**graduate attributes**' promoted by universities, ie the **key transferable skills** which are believed to facilitate academic study while also preparing students for the world of work.

## Professional communication

**Professional communication** is communication that occurs in a professional context rather than a social one. It encompasses pursuing deeper understanding, an open sharing of ideas, the willingness to brainstorm without criticising, and the effective dissemination of information (Cerra and Jacoby, 2003). It requires a high degree of self-awareness and a willingness to understand the lives and experiences of others. This means being aware of the gaps in your knowledge, the things you don't know or understand about the life of a person or people you are talking to. It also involves reflecting on your own values and beliefs. This includes trying to identify and acknowledge your own preconceptions and biases. We all grow up with social and cultural preconceptions and biases, some conscious, some unconscious. Being open to the realities of others and being more aware of your own preconceptions and biases can help you to communicate more sensitively and effectively.

## Oral communication

As mentioned earlier, human communication is generally divided into spoken and written communication. Speech, however, is the 'primary form of language' (Barber, 2000, p 2). Speech is learned before writing, and while there are communities that have speech but no written form of their language, no human community has been discovered to have a written language without a spoken one (Barber, 2000). **Oral communication** obviously involves the voice, and the use of **verbal** elements such as sounds, words, phrases and sentences. But it involves much more than these. It comprises **non-verbal** elements such as facial expressions, body language and tone of voice. If you consider talking on the phone or writing an email, you can probably think of difficulties that can arise because of the absence of face-to-face contact with the person you are communicating with. For example, on the phone and in an email, you might need to be very careful when making a joke, as the person on the other end cannot see you smile (though it's perhaps sometimes possible to 'hear' a smile in your tone of voice on the phone). This is why we use 'emojis' ☺ ☹ 😐 in emails and text messages to friends to indicate emotions and pre-empt misunderstandings. However, when this tool is not available, in a more formal email for example, particular care is needed with regard to word choice and phrasing.

Michael Argyle, a renowned social psychologist, identified a number of **non-verbal cues** that humans use when interacting face to face (1988):

- facial expression;
- eye contact;

- posture;
- body space – proximity and closeness to others;
- gesture;
- touch;
- 'artefacts' – clothes and emblems and the way they make us look;
- paralanguage – *how* we say things rather than *what* we say, including intonation (the pitch and melody of the voice), vocal buffers ('oh', 'ah') and vocalisations (laughing, crying, groaning, muttering).

For teachers, it is important to be able to pick up these cues in children and adults. For example, not noticing or misreading these cues can result in a teacher failing to pick up signs of escalating mental health issues, and this could even exacerbate such issues. This is particularly important in areas of primary and secondary education where pupils may be 'emotionally vulnerable' and their learning may be affected by external factors such as environmental and biological factors, interpersonal relationships, and early environments and experiences (Blair and Diamond, 2008; Shankar, 2008).

# Communication in education

As a teacher, you will need to communicate with pupils, as well as perhaps their parents, carers and friends. You will also communicate with colleagues: some on a regular basis, others more intermittently. In addition, you will sometimes be required to interact with third parties such as social workers, translators and police officers.

As social beings, we perhaps instinctively feel that communication is an essential part of human relationships. It is generally accepted that interpersonal skills are important and that good communication and interaction should be encouraged in all aspects of life. But your own experience probably tells you that communication can often be tricky, and that people can quite easily misunderstand each other. Look at the following **case studies** and discuss what may have gone wrong, and how, perhaps, miscommunication could possibly have been avoided. Some of the issues raised will be discussed in more detail in later sections of this chapter.

## Case studies

### A

Aman is sometimes late for the mathematics class. He isn't doing particularly well in his learning in Year 8. Mr George was about 15 minutes into the lesson when Aman appeared at the door. He apologised for being late and was about to sit with his friend when Mr George angrily shouted at him: 'You are late again. The others cannot concentrate on the subject matter because of you. You are not a competent student. The next time you are late, you will not be allowed to enter the class'.

After the lesson, Aman went to see Mr George in the staffroom. He explained that he was living far from school now and his family's financial situation was worsening. So, he had to travel a long way to come to school. Mr George listened to him without saying a word and then said: 'It makes no difference. The reasons you have given are not an apology. I do not want you to be late again. You will have to bear the consequences if you are late next time'. He ended the conversation, not allowing Aman to say anything further.

1) What are the communication and interpersonal issues here?
2) How can Mr George resolve this communication issue now?

**B**

On her way to school, Claire often bullies two younger students named Francine and Alan. She chases them, pulls their hair, and sometimes takes their breaktime treats. She also makes them steal things from other students' desks and give them to her. One day, when she gets to school, Claire pushes Alan to the ground because he and Francine do not have any treats to give her. She tells them that she will really hurt them if they don't bring her treats the next day. Alan stands up and tries to push Claire away. The teacher sees them at this point and thinks that Alan is the one to blame for the problem. He is sent to detention and is asked to bring his parents to school the next day.

1) What should the teacher have done in this situation?
2) What policies and procedures are normally in place to avoid these sorts of errors of judgement?

**C**

For years, Alex had been telling her parents that, despite being physically male, she was really a girl. By the time she was 11, she wore only girls' clothes at home or when going out with her family at the weekends. Over the years, her parents came to accept that wearing girls' clothes was very important to Alex and, as strangers they met just seemed to accept Alex was a girl, her parents stopped contradicting them. However, Alex found some things very hard in school: for example, the rule that boys and girls had to wear different uniforms and the way that teachers often divided students into separate groups or queues as boys and girls. At age 14, Alex began to ask teachers to use the pronoun 'she' and insisted on wearing a skirt to school. Fellow students started jeering Alex. Some staff automatically and unintentionally referred to Alex as 'he' and 'him' within Alex's earshot. While this upset Alex a little, she said to her teacher: 'At least those who accidentally refer to me as "him" are more genuine than those who say "her" through gritted teeth'.

1) What could make Alex say this? What aspects of paralanguage and body language might she be picking up on?
2) What is most important to Alex regarding the way people talk to or about her?

**D**

Mary's incident took place in her Year 6 classroom while the students were in the room. A father of a boy in her room stormed into her room demanding to see her, now. Mary asked the father to please step inside because she could not leave her class unattended. At that point, the father kept demanding that she come outside. Mary said that she was scared and thought there was no way that she was going to step outside with this irate parent. She felt really panicked. Luckily, another staff member was passing by and saw what was happening. The headteacher was eventually called to resolve the matter.

1) What should the teacher have done in this situation?
2) What procedures and policy are in place to deal with this kind of situation?

## Discussion of case studies

**A**

Mr George wasn't aware of the reasons for Aman's late arrival in his classroom. This lack of information, perhaps combined with his pre-conceived notions about the student, led to confrontation and a breakdown in communication. The teacher's behaviour on this occasion conflicts with the requirement for teachers to uphold professionalism in their everyday conduct and dealings with pupils. As a teacher, Mr George should have carried on with his teaching and spoken to Aman in private, preferably after the lesson. The best thing now would probably be for him to apologise to the student for the outburst and provide an honest explanation about how individual lateness means that learning is disrupted for everybody. It would be unhelpful to be defensive or try to justify his behaviour. Instead, he could refer Aman to pastoral care, providing him with support outside the classroom. Teacher strategies for handling latecomers include: leaving a few empty chairs near the door for latecomers; leaving it until after the class to ask for an explanation; speaking more generally to latecomers after class, providing an opportunity for them to perhaps discuss external factors which are affecting attendance or punctuality; giving a verbal warning to students who are in the habit of arriving late.

**B**

Schools are legally obliged to tackle bullying, but they may not have had the adequate guidance or training to do so. This can mean that attempts to address it

often focus on the more obvious forms of bullying, such as physical aggression, as well as overlooking the views of the pupils involved. Here, the teacher should have consulted with the pupils who appeared to be engaged in bullying and those who appeared to have been victimised in order to learn about their experiences. Instead of assuming that Alan was the one bullying Claire, the teacher should have stepped back and attempted to see beyond the 'bully' and 'victim' labels. Before calling parents to school, the teacher should have taken the opportunity to talk with the students about what had happened, the likely consequences of their actions, and how they could respond more respectfully next time. In fact, schools could provide regular sessions to resolve bullying proactively, rather than reacting to specific incidents after the fact.

**C**

Alex is probably picking up on behaviour which she interprets as negative or judgemental. This is clearly not about what people say, as the people in question are using the language that has been agreed. However, perhaps their tone of voice or facial expression seems to convey that they are not comfortable or happy using this language because they do not understand or accept Alex's identification as female. It is clear that Alex understands that it might be difficult for people to adapt to her situation, and she accepts that people make mistakes; what is important to her is that people are genuine, even if it means showing their doubts or confusion.

**D**

Using her professional training, Mary should have calmly suggested that the father go to the office and speak to someone there. At that point, she should have found somebody to cover her class and called for her headteacher as a witness. In such heated situations, trying to reason with parents who are upset might not be the best course of action. Alternatively, she could have let him just vent his anger and then try to reason with him in a calm and organised manner.

## Communicating with parents

In response to increased expectations, economic pressures and time constraints, Graham-Clay (2005) highlights the need for schools and parents to establish effective partnerships between teachers and parents in order to meet the needs of the pupils they 'share'. Epstein (2010) proposed a framework of six major types of involvement in developing a caring relationship between school and families:

1) parenting;
2) communicating;
3) volunteering;
4) learning at home;
5) decision-making;
6) collaborating with community.

Indeed, communicating with parents has been identified as one of six major types of parent involvement practices pertinent to establishing strong working relationships between teachers and parents.

Positive communication with parents can involve providing suggestions for home conditions that support learning at different key stages: advocating parent education – courses or training for parents; organising home visits at transition points to preschool etc. Parent–teacher conferences can inform the design of effective forms of school-to-home and home-to-school communications about school programmes and children's progress. School and classroom volunteer programmes can be developed to assist teachers, administrators, students and other parents. For example, parent patrols can aid the safety and operation of school programmes. Teachers can also provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning. Including parents in school decisions, for example by developing parent leaders and representatives through active PTAs or other parent organisations, can create opportunities for parents to be involved in their children's learning. The following **reflection** touches on some important issues in developing effective parent–teacher communication.

## Reflection

1) In what ways do you think communication most affects the parent–teacher experience?
2) What factors should be considered when talking to parents? (Think about physical, environmental, cultural factors, for example.)
3) What do you need to consider when giving parents information about their children's progress or difficulties in the classroom?
4) Can you think of an incident from your own experience which could have been improved with better communication?

### The student-centred learning relationship

Teaching is a complex profession that simultaneously requires practical skills, intellectual skills and interpersonal skills. Communication forms an important part of the latter and, together with appropriate values, it is an essential part of developing a student-centred learning relationship. Lea et al (2003, p 322) suggest that this relationship should be based on the following tenets.

1) A reliance on active instead of passive learning.
2) An interdependence between teacher and learner.
3) Mutual respect within the learner–teacher relationship.
4) A reflexive approach to the teaching and learning process on the part of both teacher and learner.

Good communication between a learner and a teacher is dependent on the establishment of a relationship built on trust and respect and it is underpinned by professional values such as equality of opportunity and acceptance of cultural diversity. Kember (1997) describes two broad orientations in teaching: the teacher-centred/content-oriented conception and the student-centred/learning-oriented conception. Harden and Crosby (2000, p 335) describe teacher-centred learning strategies as having the focus on the teacher transmitting knowledge, from the expert to the novice. In contrast, they describe student-centred learning as focusing on the students' learning and 'what students do to achieve this, rather than what the teacher does'. Student-centred learning focuses on making students more active in their learning, along with promoting increased awareness of what they are doing and why they are doing it. Teachers can focus on developing interactions through use of tutorials and other discussion groups, with the aim of including students in their own learning and assessment. The goal is to shift the locus of power or control so that it is more evenly distributed between the teacher and the learner.

## Being a good communicator

When speaking to students, parents and carers (as well as to other parties), it is essential that you consider the purpose of your communication, ie what you want to achieve. It is important that your communication is clear, meaningful and appropriate, and that the student, parent, carer etc is able to process and understand what you say.

The excellent #hellomynameis campaign, led by the late Kate Granger, outlines how simple it can be to improve communication. Although the roots of the campaign lie in health care and nursing, it can be useful in education to improve communication, especially when NQTs or student teachers meet parents or carers for the first time.

It advises that you should do the following.

- Always introduce yourself. In addition, it can be helpful to explain what your role is, eg:

  'Hello, my name is Charlotte [include surname if you wish]. I am a second-year student in teacher training and I will be helping your child to learn and progress in this class.'

- Ask parents (especially older parents or grandparents) and carers how they want to be addressed, eg:

  'Is it OK if I call you Mary?' or 'Do you prefer Mr Khan or Saeed?'

- Check that parents and carers understand what you are saying to them, giving them ample opportunity to ask any questions.

You should also try to avoid:

- technical jargon or difficult language;
- acronyms and abbreviations that you might use as shorthand with other staff members;
- slang;
- terms which might cause offence or convey overfamiliarity.

There are a number of approaches and strategies which can help you to manage the way you communicate with parents and children, or at least help you to be more aware of the factors which can impact on that communication.

## Communicating feedback in student-centred learning

Positive communication is an important part of student-centred learning. Black (1999) identifies some of the difficulties that can present themselves with regard to providing feedback in such a context. One point is that teachers may tend to overemphasise communication of marks and grades when talking to pupils while overlooking the learning function of such conversations and the opportunities they afford in terms of providing advice and direction. Another issue is pupils being compared with one another in teacher feedback, thus foregrounding the idea of competition rather than personal improvement.

One important opportunity for positive communication relates to formative assessment. It is claimed that the inclusion of more formative assessment, which emphasises feedback to students on their learning, serves to 'enhance their [student] learning' (Brown et al, 1997; Light and Cox, 2001, p 170). By developing more formative assessment for inclusion in courses, teachers can provide a focus for the student by highlighting their learning gaps and areas that they can develop. Providing oral feedback on assessment tasks such as essays and presentations encourages a more student-centred approach, especially if a dialogic approach is adopted.

Providing individual oral feedback is an important part of teaching. However, it is also important to remember that, as a teacher, it is your responsibility to promote learning in all the children in your class. Simon (1999) alerts us to the danger of focusing completely on the individual learner and losing sight of the needs of the whole class when communicating feedback to students.

Black and Wiliam (2009) emphasise some key strategies for communicating effective formative feedback which covers the needs of the individual and the whole class.

1) Clarifying, sharing and promoting understanding of learning intentions and criteria for success.
2) Providing feedback that moves students forward.
3) Activating students as instructional resources for one another.
4) Activating students as the owners of their own learning.

It is important that feedback draws attention to the positive elements of the students' performance and that the targets set are clearly communicated to the students. Feedback can also include constructive criticism: advice that provokes the student to improve task performance.

## Reflection

Do you think these teacher comments truly convey positive regard for the students' progress:

1) 'You did a brilliant job. You're very smart.'
2) 'Your presentation was poor. Put more effort in next time.'
3) 'You are describing yourself here. You were supposed to analyse the problem.'

Can you think of some alternative ways of expressing genuine interest and concern for the students' progress and learning?

### Discussion of reflection

1) 'You did a brilliant job. You're very smart.'

Feedback of this nature runs the risk of reinforcing a fixed mindset. Compare this with:

> 'You did a brilliant job. Your original strategy didn't work, but you stuck with it. You tried another approach and you were able to solve the problem.'

Here, the focus is on the process of learning, which they can improve on, rather than being derailed by the idea of fixed ability (adapted from Dweck, 2007).

2) 'Your presentation was poor. Put more effort in next time.'

This sounds dismissive. Compare this with:

> 'Well done. Your presentation skills have really improved. To improve further still, you need to develop the use of your teaching voice and don't forget to make regular eye contact with your audience. Try these two things next time round and let's see if you can make the form team. You could soon get in the team.'

3) 'You are describing yourself here. You were supposed to analyse the problem.'

This fails to signpost how the student can improve. Compare with:

> 'That's a detailed illustration. Move on to the explanation earlier, as it is also important. You've named places, but think about how you could compare them.'

# Appendix 1
# Academic levels at university

| UNDERGRADUATE STUDY | | | |
|---|---|---|---|
| **England, Wales, Northern Ireland** | **Scotland** | **Award** | **Notes** |
| Level 4 | Level 7 | Certificate of Higher Education (CertHE) | |
| Level 5 | Level 8 | Diploma of Higher Education (DipHE)<br>Foundation Degree (FdD) | |
| Level 6 | Level 9 | Ordinary Bachelor Degree<br>eg BA Education | Minimum academic qualification for teachers in England, Wales and Northern Ireland |
| | Level 10 | Bachelor Degree with Honours<br>eg BA (Hons) Education, BEd (Hons) | Usual academic qualification for teachers in England, Wales and Northern Ireland |
| **POSTGRADUATE STUDY** | | | |
| Level 7 | Level 11 | Masters Degree, eg MSc, MA, MPhil<br>Postgraduate Certificate or Diploma (PGCert; PGDip) | Useful qualification for those wishing to advance their career |
| Level 8 | Level 12 | Research Doctorate (PhD)<br>Professional Doctorate | Useful qualification for advancing careers, especially for working in teacher education in universities |

# Appendix 2
# Key phrases in assignments

| | | |
|---|---|---|
| analyse | Mostly levels 5 and 6, especially with the word 'critically'; rarely level 4 | Look at the concepts and ideas under discussion in depth; the addition of 'critically' means look at the concepts and ideas in depth **and** with a critical eye |
| assess | All levels, though common at lower levels | Make comments about the value/ importance of the concepts and ideas under discussion |
| compare | All levels, though common at lower levels | Look for similarities between the concepts and ideas under discussion |
| contrast | All levels, though common at lower levels | Look for differences between the concepts and ideas under discussion; often used with 'compare' (see above) |
| define | All levels, though common at lower levels | State precisely what is meant by a particular issue, theory or concept |
| discuss | Level 5 and above; sometimes level 4 | Give reasons for and against; investigate and examine by argument |
| evaluate | Mostly levels 5 and 6, especially with the word 'critically' | Weigh up the arguments surrounding an issue, using your own opinions and, more importantly, reference to the work of others |
| illustrate | All levels | Make clear by the use of examples |
| outline | All levels, though tends to be used with the lower levels | Give the main features of |
| review | All levels, though 'critically review' would imply level 5 and above | Extract relevant information from a document or set of documents |
| state | All levels, though tends to be used with the lower levels | Present in a clear, concise form |
| summarise | All levels, though tends to be used with the lower levels | Give an account of all the main points of the concepts and ideas under discussion |
| with reference to | All levels | Use a specific context, issue or concept to make the meaning clear |

# Appendix 3
# English language references

This is not meant to be an exhaustive list of resources, but rather a selection of those that we have found most useful in our work with students.

## Dictionaries

There are many online dictionaries, but if you prefer to feel the weight of one in your hands, then Chambers is a good choice:

*Chambers 21st Century Dictionary* (1999) Edinburgh: Chambers Harrap Publishers Ltd.

A good online dictionary, especially for students whose first language is not English, is the Cambridge Dictionary. The definitions are very clear and easy to understand, and there is an excellent pronunciation tool for students whose first language is not English:

*Cambridge Dictionary* [online]. Available at: http://dictionary.cambridge.org (accessed 28 April 2019).

## Grammar books

Caplan, N (2012) *Grammar Choices for Graduate and Professional Writers*. Ann Arbor, MI: University of Michigan Press.

Caplan's book is aimed at postgraduate students (known as 'graduate' students in the USA, where this book is published). Nevertheless, if you are looking for a systematic analysis of English grammar in the context of academic English, you may find this book very useful. It contains many clear examples of grammar in use in real-life academic writing.

Hewings, M (2015) *Advanced Grammar in Use*. 3rd ed. Cambridge: Cambridge University Press.

Murphy, R (2015) *English Grammar in Use*. 4th ed. Cambridge: Cambridge University Press.

Murphy, R (2015) *Essential Grammar in Use*. 4th ed. Cambridge: Cambridge University Press.

The Grammar in Use series is particularly useful for students whose first language is not English. The books present each grammar point in a clear and systematic way, and provide exercises and a self-study answer key. There are also lots of multimedia features in recent editions.

# Other resources

Academic Phrasebank [online]. Available at: www.phrasebank.manchester.ac.uk (accessed 28 April 2019).

Academic Word List [online]. Available at: www.victoria.ac.nz/lals/resources/academicwordlist (accessed 28 April 2019).

Baily, S (2011) *Academic Writing for International Students of English*. 3rd ed. Oxon: Routledge.

Bottomley, J (2014) *Academic Writing for International Students of Science*. Oxon: Routledge.

Peck, J and Cole, M (2012) *Write it Right: The Secrets of Effective Writing*. 2nd ed. New York: Palgrave Macmillan.

Swales, J and Feak, C (2012) *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd ed. Michigan: Michigan ELT.

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