



Practical Remarks on the Essentials of Academic Writing for Higher Education Students at the Libyan Academy

ملاحظات عملية على أساسيات الكتابة لطلاب التعليم العالي بالأكاديمية الليبية

■ Ali Ahmed Elmojahed

Associate Professor, School of Languages, the Libyan Academy

Abstract:

This paper discusses the main features of academic writing such as formality, accuracy and objectivity. It highlights and explains these features in view of academic writing conventions. Differences between formal and informal style are compared and analysed. The data for this research paper was collected from some examples of inappropriate students' works. These examples were chosen from some assignments, and dissertations of higher education students at the Libyan Academy. Appropriate alternatives to these incorrect examples are presented. Furthermore, important suggestions and recommendations regarding academic writing that will help higher education students write their assignments more appropriately are also presented.

Keywords: Academic Writing, Formality, Accuracy, Objectivity, Conciseness, Redundancy.

ملخص الدراسة:

تناقش هذه الورقة السمات الرئيسية للكتابة الأكاديمية مثل: الشكلية (الرسمية) والدقة والموضوعية، حيث تم إبراز وشرح هذه السمات في ضوء أعراف الكتابة الأكاديمية، كما تم مقارنة وتحليل الفروق بين النمط الرسمي وغير الرسمي في الكتابة، وقد تم جمع بيانات هذه الورقة البحثية من بعض الأمثلة على أعمال الطلاب غير المناسبة، وقد تم اختيار هذه الأمثلة من بعض الواجبات، وأطروحات طلاب التعليم العالي في الأكاديمية الليبية، كما تقدم الورقة بدائل مناسبة لهذه الأمثلة غير الصحيحة، وعلاوة على ذلك، تم تضمين اقتراحات وتوصيات هامة حول الكتابة الأكاديمية التي من شأنها مساعدة طلاب التعليم العالي في كتابة مهامهم بشكل أكثر ملائمة.

1. Introduction

It is essential for students when writing up assignments, essays or research papers that they write in an appropriate academic style as this greatly affects their work. It is worth mentioning here that the language of writing, particularly academic writing, is different from the language of speaking. While the later include many informal words and expressions, the former should include only formal words and expressions. Besides formality, there are also other characteristics for academic writing such as accuracy and objectivity. These characteristics for academic writing will be discussed using data from actual examples of incorrect works chosen from some assignments, and dissertations of higher education at the Libyan Academy.

The examples will be analysed in the light of the recent academic style conventions. Appropriate alternatives to these incorrect examples will be presented. Furthermore, important suggestions and recommendations regarding academic writing that will help higher education students write their assignments more appropriately will be also presented in the following sections.

2. Written versus Spoken English in Educational Systems

Written and spoken English are two different varieties. The differences between these two varieties can manifest themselves in many forms such as length and complexity i.e. organisation of sentences. In writing, as Swan, 2005 points out “sentences can be planned in advance and revised ... Spoken sentences are usually simpler.” p. 292. The differences can manifest themselves also in structures; for example, relative clauses with *whom* - are most common in a formal style. “Since speech is more often informal, and writing is more often formal, these structures are most common in written English.” (ibid). Other structures, for instance, contractions like *doesn't*, *she's* and *can't* are typically informal, and are most common in speech.

The differences between written and spoken English can also be found in vocabulary. “Written language often uses longer, less common words and expressions that are typical of a formal style, with a greater variety of synonyms. In speech, people usually prefer shorter, more common words, and they are more likely to keep repeating the same words.” (ibid).

Many authors emphasise the importance of writing over speaking in educational systems, Russell, 1993, for example, states “In educational circles, speech has always been considered less important than writing.” p. 107



Providing probable reasons for this, Russell mentions the following:

- 1- Higher education is largely delivered via textbooks and its social importance adds prestige to the written language.
- 2- Great literature reaches most people in the form of books and lends its dignity and value to the written language.
- 3- Most spoken English is uttered ‘off the cuff, spontaneously, and so is less formal, less tidy, and grammatically less well structured than writing – and teachers in higher education dislike work that is untidy, disjointed, and ungrammatical (p. 107).

Kahn (1994, p. 444) argues convincingly that written composition “remains at the heart of the education system. Despite the increasing emphasis on ‘classroom participation’, practical exams, and oral exams, the written exam and the written assignment still carry most weight in assessing and grading most students.” The question needs raising here, then is: what are the features of academic style?

3. The Main Features of Academic Style

The following are the main features of academic style required for all written assignments:

3.1 Formality:

Before discussing the formality as one of the main features of academic writing it is important to point out that formality can be found in spoken as well as in written English. Most people speak and write in different ways in different occasions. In fact, people use formal language when they are careful about how they express themselves. For example, in meetings, conferences, or in polite conversation (spoken); in official notices, business letters, reporters, assignments and research papers (written). On the other hand, informal language can also be found in written language as in letters or e-mails to friends, and private notices. However, as Sawm (2005, p. 293) puts it, “Writing is more often formal, and speech is more often informal, but informal writing and formal speech are used when the situation makes them preferable.” In academic writing:

- a) Using of contracted forms of verbs should be avoided (can’t, won’t doesn’t) as these are features of spoken, informal English.
- b) Colloquial language and slang expression should be avoided - Col-

loquial words and expressions (or colloquialisms) are the features of spoken language, which distinguish it from written language.

It should be noted however, as Ghazala (1994, 47) points out, “There is no well-established rule for distinguishing between colloquial and formal words and expressions in English.” There are however, a number of dictionaries sometimes classify words into formal / informal / colloquial and slang. The following tables include some examples of colloquial words and expressions and their formal alternatives:

Table 1: Colloquial words and expressions

Colloquial	Formal
1- Digs	1- university halls
2- In	2- inside/living in
3- Out	3- outside
4- Doing physics	4- studying physics
5- Lots of	5- many
6- Get dragged	6- be involved
7- To not appear	7- not to appear
8- Brains	8- intellectuals/ intelligent
9- Stick together	9- keep company
10- Cause	10- because
11- Actually	11- In fact

Table 2: Fixed phrases and expression

Colloquial	Formal
1- not much about	1- rarely seen
2- where on earth	2- I cannot remember
3- to have nothing in common	3- Share nothing
4- to keep in touch	4- contact
5- to be on my own	5- to be alone
6- to have something in common	6- to share something
7- to look brains	7- <i>have intellectual ability</i>



c) Where possible, phrasal verbs, and idioms should be avoided Academic styles of writing, as Zemach et al. (2011 p.78) point out “are usually marked by precision and concision” therefore, phrasal verbs, and idioms might not be appropriate in academic context. Conversation, though, is not characterised by this feature, for example, phrasal verbs and idioms are widely used in spoken language. Students should be aware of this feature of academic writing in particular, and avoid using **multi-word verbs (phrasal verbs)** such as start off, bring up, look over, go back, talk about, get bigger, particularly where there are one word synonym e.g. initiate, raise, consider, return, discuss, expand, or increase for the latter.

Moreover, using idioms, which are defined as phrases that have meanings different from the literal reading, is also a feature of informal language. Therefore, they should be avoided in academic styles of writing. Idioms such as ‘*to add insult to injury*’, ‘*a piece of cake*’ and ‘*till the cows come home*’ should be substituted by ‘*make the matters worse*’, ‘*very easy*’ and ‘*for a long time*’ respectively for more formal language.

3.2 Objectivity:

The word objective is used here in the sense of ‘free from prejudice or personal interest, uninfluenced by emotion or speculation’. In academic writing, it is important to focus on the information itself rather than on the reader or the writer. Thus, the following sentence is problematic:

1. *I shall discuss how the test assesses pronunciation and spoken skills. (Focus on writer).*
2. *In the exam, you are required to answer 10 questions. (Focus on reader).*

In particular, many students write in an excessively personal style in their introduction and conclusion sections. In order to focus specifically on the information in an objective way, the following techniques are widely used:

a) Impersonal passive constructions

E.g. How tests assess pronunciation and speaking skills will be discussed.

b) Use of impersonal expressions

It + passive verb + that

It + adjective/adjectival verbs + that/to

E.g. In the exam, it is necessary to answer 10 questions in L1 and it is obligatory to translate 10 chosen words or phrases from the passage.

c) Use of ‘one’

Some students seek to avoid the use of ‘I’ by using ‘one’ as in the following example:

To produce a needs survey, **one** can typically start with chick list...

Whilst the equivalent of ‘one’ is used widely in some other languages, e.g. French, German, in English it is very formal and rather pompous in style and therefore should not be used.

d) Use of ‘we’

Whereas the use of the personal ‘I’ is not in appropriate academic style, ‘we’ can be used without too much problem, although it does give the writing a more personal, human flavour compared with the use of passive + the impersonal expressions outlined.

3.3 Tentative/Cautious

In academic writing, and all academic discourse it is often wise to proceed with caution, e.g. to show less than 100% truth or certainty, or to generalise. Therefore, the following words/phrases are widely used: *appears to, seems to, tends to, likely to*. These phrases are called *Qualifying phrases*. A well-placed qualifying phrase, as Zemach et al. (2011 p.82) indicate “can make your argument seem more tentative, and this quality may add credibility to what you say.”

Many people believe that ...

There is a tendency to think that ...

It is possible that ...

It might be the case that ...

(Ibid: p. 82)

Remember not to introduce a direct quote with “that.” If you want to indirectly quote a source, use “that,” reword the quotation in your own words, and delete the quotation marks.

3.4 Conciseness and precision

In academic writing, for the sake of clarity, it is important to choose the shortest, most direct way of expressing yourself *e.g. the languages spoken in Europe can be: European languages.*



As Kahn (1994:346) indicates “Accuracy requires precision – not just facts but of expression and thought.” It also requires attention to detail. Before you start writing make sure you have got all the relevant facts. Quotations, names, dates, and alike should be used to help the reader.

Kahn also recommends that if you have more than one purpose, say so at the beginning before treating the first in full. A strong, clear start will help both you and your reader to direct your minds to the matter in hand. State exactly what you need to state without ambiguity, and no more. Kahn also warns that not to expect your reader to be familiar with your topic and the intricacies of the subject you are writing about.

Academic style, As Zemach et al. (2011:77) indicate “includes being precise. The more clearly your vocabulary expresses what you mean, the better the chance your reader will get your points.”

3.5 Variation not Repetition

- a) synonyms must be chosen rather than repeating words continuously throughout the writing
- b) sentence length and structure must be varied. Varying sentence length and sentence beginnings helps to achieve a fluent style.

A variety of sentences should be used to make writing interesting and lively. Too many simple sentences, for example, will sound choppy and immature while too many long sentences will be difficult to read and hard to understand

3.6 Logical Connection

In academic writing, it is necessary to use a wide range of conjunctions and signalling devices to show the reader the direction of your thinking and the logical patterns of your presentation. Lack of use of these logical connectors or misuse makes the writing difficult to read. In most paragraphs, it is necessary that several different signals are used. *E.g. (firstly, however, nevertheless, due to)*

4. Data Presentation and Analysis

This section presents some examples of incorrectly worded phrases and sentences; either ungrammatically or informally, chosen from assignments and dissertations of higher education students at the Libyan Academy. Other examples of inappropriate writings in terms of subjectivity and

wordiness are also provided. The examples are analysed in the light of the recent academic style conventions. Appropriate alternatives to these incorrect examples are also presented. The data is classified into categories according to the type of error in style as follows:

4.1) Use of “That”

It is incorrect to introduce a direct quote with “that.” If the writer wants to quote a source indirectly, he or she can use “that,” and reword the quotation in their own words, and delete the quotation marks.

- *The example: Hussein et al. (2000) claim **that** “L1 interference does not always lead to successful use of the target language.”*
- *The correct version: Hussein et al. (2000) **claim**, “L1 interference does not always lead to successful use of the target language.”*

4.2) Verb Confusion

Some students may be confusing some verbs with similar sounding verbs. Some verbs must have a direct object to complete their action and to make sense in a sentence, while other verbs cannot take a direct object.

- *The example: He was quick to **adopt** to the new system.*
- *The correct version: He was quick to **adapt** to the new system.*
- *The example: The test **consisted** twenty questions*
- *The correct version: The test **consisted of** twenty questions.*

4.3) Number Agreement

A noun and the words that modify that noun must agree in number. “Many” and “few” for example, modify plural nouns. “Much” and “less” modify nouns that cannot be counted or divided such as “much oil,” “less happiness.” In addition, the phrase “one of” must modify a plural noun. Moreover, some nouns can be used in either a singular or a plural sense. In these cases, students should consider how they use these nouns before choosing a modifier.

- *The example: It is logical to say that students who can write successful essays find **less difficulties** when writing project papers.*
- *The correct version: It is logical to say that students who can write successful essays find **fewer difficulties** when writing project papers. Or*
- *It is logical to say that students who can write successful essays find **less difficulty** when writing project papers.*



- *The example: One of the **business** expanded.*
- *The correct version: One of the **businesses** expanded.*
- *The example: There **is** a number of questions.*
- *The correct version: There **are** a number of questions.*
- *The example: The number of students **are** increasing.*
- *The correct version: The number of students **is** increasing.*
- *The example: A small number of students **uses** English outside the classroom.*
- *The correct version: A small number of students **use** English outside the classroom.*

In the last three examples, note that when “**number**” is preceded by “**a**” it means several or many and is **plural**. When “**number**” is preceded by “**the**” it denotes a unit and is **singular**. When number has an adjective before it, it is always followed by a plural verb.

According to English Oxford Living Dictionaries – online:

“Although the expression ‘a number’ is strictly singular, the phrase ‘a number of’ is used with plural nouns (as what grammarians call a determiner (or determiner)).

The verb should therefore be plural: A number of people are waiting for the bus.

This is not the case with ‘the number’, which is still singular: The number of people here has increased since this morning.”

4.4) Order of Words

a. When using word pairs such as “*either/or*,” or “*both/and*,” place each part of the pair in similar positions within your sentence, for example, if “*either*” comes just before a noun, “*or*” should come just before a noun.

- *The example: This can be noted **either in English or Arabic**.*
- *The correct version: This can be noted **either in English or in Arabic**. Or*
- *This can be noted in **either English or Arabic**.*
- *The example: Moreover, there will be an attempt to cover some of the variations of idioms **both in English and Arabic**.*

- *The correct version: Moreover, there will be an attempt to cover some of the variations of idioms **in both English and Arabic**.*
- b. If your sentence includes a statement about a question rather than a direct question, the subject should come before the verb.
- *The example: The job was organized from the beginning and everyone knew what **should he/she** do.*
- *The correct version: The job was organized from the beginning and everyone knew what **he/she should** do.*

4.5) Colloquialism

- a. Although some words may be appropriate for some situations and styles of writing, consider the suggestion for a more formal tone.
- *The example: For instance, one of the major expectations of the Chinese government for FDI was the transfer of the most advanced technology and managerial **know-how** to upgrade local industries.*
- *The correct version: For instance, one of the major expectations of the Chinese government for FDI was the transfer of the most advanced technology and managerial **expertise** to upgrade local industries. Or*
- For instance, one of the major expectations of the Chinese government for FDI was the transfer of the most advanced technology and managerial **knowledge** to upgrade local industries.
- b. Although “the reason is because” may be used informally, substitute “the reason is that” for a more formal tone.
- *The example: 13 out of 30 interviewees (43%) from all groups of stakeholders except the employee group state that **the reason is also because** companies are not concerned about this type of information due to a lack of knowledge.*
- *The correct version: 13 out of 30 interviewees (43%) from all groups of stakeholders except the employee group state **that the reason is also that** companies are not concerned about this type of information due to a lack of knowledge.*
- c. Although sentences beginning with “also,” “too,” “so,” or “though” may be used informally, use the suggested replacement for a more formal tone.



- *The example: **So**, we cannot predict the most effective one of this therapeutical modality.*
- *The correct version: **Therefore**, we cannot predict the most effective one of this therapeutical modality.*
- *The example: **Also** the teachers used the first language to check their students' comprehension.*
- *The correct version: **In addition**, the teachers used the first language to check their students' comprehension.*
- d. Unless you are using "got" for emphasis, use "has" or "have" in place of "got" for more formal tone.
- *The example: The third part of the teachers' interview **has got** five questions about timing.*
- *The correct version: The third part of the teachers' interview **has** five questions about timing.*

5. Use of Conjunction

Some words work together in pairs. Use "but also" with the conjunction "not only" "But" by itself is incorrect when paired with "not only."

- *The example: It was expected that foreign firms would provide **not only** much needed capital **but** high-tech, managerial and marketing skills (Du Pont, 2000).*
- *The correct version: It was expected that foreign firms would provide **not only** much needed capital **but also** high-tech, managerial and marketing skills (Du Pont, 2000).*

6. Excessive use of Nouns

You may be using too many nouns in a row for an easily understandable sentence. For clarity, consider rewording your sentence.

- *The example: In addition, this study provides empirical evidence on the **turnover intention concept adoption** in developing countries.*
- *The correct version: In addition, this study provides empirical evidence on the **concept adoption of the turnover intention** in developing countries.*

7. Split Infinitive

For clarity or conciseness, consider deleting or repositioning some or all of the words between "to" and the verb it is paired with.

- *The example: When you go to Arabic countries, **try to not** look to their wives. When in Rome, do as Romans do.*
- *The correct version: When you go to Arabic countries, **try not to** look to their wives. When in Rome, do as Romans do.*
- *The example: The goal of text categorisation is **to automatically assign** text documents.*
- *The correct version: The goal of text categorisation is **to assign automatically** text documents*

8. Beginning of Sentence

Although sentences beginning with “and,” “but,” “or,” “also,” “too,” “so,” “though” or “plus” may be used informally, for a more formal tone the suggested replacement should be used.

- *The example: **And** that some of the cow milk consumer patients` had reached 1.200 kilo gram per a week.*
- *The correct version: **In addition**, some of the cow milk consumer patients` had reached 1.200-kilogram per a week.*
- *The example: **Though**, this study investigated the implications of training on job satisfaction and turnover intention in Libyan oil sector.*
- *The correct version: **However**, this study investigated the implications of training on job satisfaction and turnover intention in Libyan oil sector.*

9. Subject-Verb Agreement

The verb of a sentence must agree with the subject in number and in person.

- *The example: 700 questionnaires **was** administered to employees working in the Libyan oil sector.*
- *The correct version: 700 questionnaires **were** administered to employees working in the Libyan oil sector.*
- *The example: The number of representative respondents from each company **were** based on the relative size of the organization as shown in chapter three.*
- *The correct version: The number of representative respondents from each company **was** based on the relative size of the organization as shown in chapter three.*



- *The example: What is the reasons behind using the native language inside L2 classroom?*
- *The correct version: What **are** the reasons behind using the native language inside L2 classroom?*
- *What is **the reason** behind using the native language inside L2 classroom?*

10. Wordiness:

Wordiness is the opposite of conciseness; it refers to using more words than necessary which should be avoided. Another common form of long-wordiness is ‘redundancy – in effect, saying the same thing twice, the needless repetition of a single item of information.

- a. If your sentence is phrased in the negative, consider rephrasing it in the positive, deleting “not” or “never,” for a more forceful and convincing tone.
 - *The example: As Islam is a complete way of life, it is **not unexpected** that Allah (God) is concerned with the system, which we choose to manage ourselves.*
 - *The correct version: As Islam is a complete way of life, it is **expected** that Allah (God) is concerned with the system, which we choose to manage ourselves.*
- b. Students sometimes use more words than they need to express their idea. For a more concise sentence, any repetitive words should be deleted.
 - *The example: Figurative idioms are those in which an utterance deviates from its context **and also** that it would become meaningless if interpreted literally.*
 - *The correct version: Figurative idioms are those in which an utterance deviates from its context **and** that it would become meaningless if interpreted literally.*
 - *The example: **First of all**, do students know what a research paper is?*
 - *The correct version: **First**, do students know what a research paper is?*
 - *The example: FDI is considered **to be a** major channel for the access to advanced technologies by developing countries.*
 - *The correct version: FDI is considered **a** major channel for the access to advanced technologies by developing countries.*
 - *The example: It shows how to write academically which is **really im-***

portant for them to do their research papers.

- *The correct version: It shows how to write academically which is **important** for them to do their research papers.*

11. Use of First Person

Although using “I,” “me,” and “mine” is appropriate for many writing styles, technical or formal writing requires a less personal approach.

- *The example: **I think** this method is the best.*
- *The correct version: This method is the best.*
- *The example: **My** interviews were one hour each.*
- *The correct version: The interviews were one hour each.*

12. Verb Use

a. Verbs that share the same subject in a sentence should have the same tense. Generally, if the first verb of a sentence is in the past tense, all subsequent verbs must be in the past tense.

- *The example: Robinson (2008) suggested that too much turnover **can** lead to increased organizational costs and increase the stress of other employees.*
- *The correct version: Robinson (2008) suggested that too much turnover **could** lead to increased organizational costs and increase the stress of other employees.*
- *The example: The managers in oil sector should find out those reasons that **attracted** their employees to other organizations and **try** to implement such policies in a better way that would encourage their personnel to feel happy to remain.*
- *The correct version: The managers in oil sector should find out those reasons that **attract** their employees to other organizations and **try** to implement such policies in a better way that would encourage their personnel to feel happy to remain.*

b. If you are expressing some form of wish, desire, or uncertainty, use the specific verb form that reflects the mood of uncertainty.

- *The example: If it **is** not enough for speaking, it would not be enough for writing.*
- *The correct version: If it **were** not enough for speaking, it would not be enough for writing.*



13. Compound Words

For standard spelling, some pairs of words need a hyphen to emphasize their relationship. Other pairs need to be combined into one word. Still others work sensibly together simply by being next to each other.

- *The example: Training program is perceived as a payback opportunity to employees for being loyal to their **pay masters**.*
- *The correct version: Training program is perceived as a payback opportunity to employees for being loyal to their **paymasters**.*
- *The example: There are **text books**, but students buy **text books** themselves.*
- *The correct version: There are **textbooks**, but students buy **textbooks** themselves.*
- *The example: Several evaluation sessions were performed to obtain **feed-back** from marketing experts and trained terminologists.*
- *The correct version: Several evaluation sessions were performed to obtain **feedback** from marketing experts and trained terminologists.*
- *The example: He has concluded that some idioms are universal while others cause some challenges to translators and learners because they are **culturally-determined**.*
- *The correct version: He has concluded that some idioms are universal while others cause some challenges to translators and learners because they are **culturally determined**.*

14. Gender-Specific Language

Students sometimes refer, for example, to the teacher or the student as 'he'. This is considered as a pronoun problem. The *pronoun problem* as Jackson 1995 indicates encourages stereotypic thinking by refereeing to 'doctors' and 'mangers' for example, as 'he', and 'nurses' as 'she'.

Note that recently there has been an increasing awareness of sexist language. This problem can be avoided by converting to plural form avoiding the use of *he* or *she*, or by reconstructing the sentence avoiding the pronoun all together.

Note that also using words or phrases such as 'housewives', 'stewardess', 'Chairman, which may be acceptable in some situations, should be

changed respectively to ‘homemakers’, flight attendant, Chair or coordinator to include both men and women.

- *The example: The teacher must know **his** subject well. **He** should update his information.*
- *The correct version: The teachers must know **their** subject well. **They** should update their information.*
- *The example: The Islamic teachings encourage **mankind** to Love the work and do it in good order by creating an effective mechanism.*
- *The correct version: The Islamic teachings encourage **humankind** to Love the work and do it in good order by creating an effective mechanism. Or*
- *The Islamic teachings encourage **humanity** to Love the work and do it in good order by creating an effective mechanism.*

Conclusion:

It can be noticed that most of the errors in the presented samples are attributed to not realizing that the features of spoken English are different from the ones of written English, in particular, academic written English. While some characteristics as informality, subjectivity, and colloquialism represent spoken English, in academic written English such features should be avoided.

Not only formality but also accuracy and objectivity should be considered in academic writing. Other features such as being tentative and precise should be taken into account as well. Therefore, phrasal verbs, and idioms might not be appropriate in academic context. Being varied not repetitive and connecting their ideas logically are also very important features of academic writing for students to present appropriate written English.

It is also worth noting that errors in style can occur in many cases such as verb confusion, number agreement, subject-verb agreement, order of words, conjunctions, too many nouns, connecting words, beginning of sentences, wordiness, use of first person, verb use, and compound words. In particular, it is vital to point out that there should be always concord in number, person and gender.



References:

English Oxford Living Dictionaries - Available at: <https://en.oxforddictionaries.com/>
Accessed on: 31 December 2017.

Fitikides, T, J. (1997). Common Mistakes in English. 84th ed. Longman Malaysia, CL.

Ghazala, H. (1994). Varieties of English Simplified. Valetta Malta ELGA Publication.

Kahn, J, E, K. ed. (1994). How to Write and Speak Better. The Reader's Digest Association Limited, London.

Russell, S. (1993). Grammar, Structure, and Style. Oxford University Press.

Swan, M. (2005). Practical English Usage. 3rd. ed. Oxford University Press.

Zemach, D., E., Broudy, D, and Valvona, C. (2011). Writing Research Papers: from essay to research paper- Student Book. Macmillan Publisher Limited. Oxford.