



Genre Awareness and Academic Lecture Knowledge: The Effect of Education Significance Markers

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Abstract

This paper explores the impact of teaching importance marking expressions on EFL learners' comprehension of main points in English academic lectures. The participants of the study were 100 EFL learners (53 males and 47 females) studying medicine at a major university in Iran. Half of the participants were assigned to the experimental group and the other half were put in the control group. The learners in the experimental group received explicit instruction in importance markers within 15 one-hour sessions, whereas the students in the control group participated only in the classes of their regular major-related courses, one of which was a course on English for the students of medicine. A test of the comprehension of important points in English academic lectures was developed and used as a post-test to measure the students' comprehension of important points. The results of the t-test showed that knowledge of how importance marking is done in English academic lectures improves the EFL learners' comprehension of the main points of lectures. This was taken to mean that genre awareness or an understanding of the discourse structure of academic lectures improves the students' comprehension of the main points of lectures.

1. Introduction

Academic lecturing has become the primary approach to teaching at the university (e.g., Ellington, 2000; Suviniitty, 2010). Widespread use of the academic lecture by university instructors has even made some scholars believe that "for most university students, understanding lectures is critical to academic success" (Olsen & Huckin, 1990, p. 33). It must be borne in mind, however, that lecturing is more than just presenting the information. "It is misleading to assume that the lecturer 'packs' the lecture with information and the listener 'unpacks' it in a complementary fashion. The processes by which the lecture is converted to memorable intake are largely inferential, and cannot be modelled solely by reference to the speaker" (Rost, 1994, pp. 93e94, cited in Lynch, 2011).

Despite the importance of the academic lecture, comprehending lectures poses a considerable challenge to students (e.g., Flowerdew & Miller, 1992; Flowerdew, 1994; Olsen & Huckin, 1990; Thompson, 1994). This difficulty concerns advanced level EFL/ESL learners as well (e.g., Allison & Tauroza, 1995; Flowerdew & Miller, 1997). "A problem common to many students in advanced listening comprehension and note-taking classes is that, in spite of apparent fluency, they still have difficulties understanding the points made in lectures", as Lebauer (1984, p. 41) points out. Speech rate, lack of control over the lecturer, insufficient lexical and structural knowledge of English and a lack of the relevant cultural and background knowledge have made comprehending lectures challenging (e.g., Chaudron & Richards, 1986; Deroey, 2015; Duszak, 1997; Flowerdew, 1994; Goh, 2000; Lynch, 2011; Nesi, 2001). Olsen and Huckin (1990), however, attribute this difficulty to the learners' failure to use the knowledge of the overall organization of the lecture.

The overall organization or structure of discourse is indicated by certain expressions called 'discourse structuring' (Crawford Camiciottoli, 2004). By organizing the discourse, these expressions help the learner develop a mental representation of the macrostructure of the contents of the lecture (e.g., 'Today we are going to talk about stigmery'. 'The point to bear in mind is'). These expressions have also been called 'macro-markers' (Chaudron & Richards, 1986), 'organization markers' (Jung, 2003a), 'discourse signaling cues' (Jung, 2003b), and 'contextualization markers' (Jung, 2006). One crucial aspect of discourse structure is to distinguish between important points and irrelevant information of the lecture (e.g., 'You need to remember that', 'The point is'). The expressions which "overtly mark the importance, relevance, or significance of points that are presented verbally or visually" (Deroy, 2015, p. 2) are referred to as 'importance or relevance markers' (Crawford Camiciottoli, 2007, 2004; Deroy, 2015; Hunston, 1994). Discourse organizational statements convey importance by evaluation of relevance (Hunston, 2004). According to Hunston (1994), relevance markers evaluate the discourse, have an important discourse organizational role, and are metadiscursive in nature. It is now widely recognized that discourse structuring or organization expressions facilitate the students' comprehension, note-taking and recall of lectures (e.g., DeCarrico & Nattinger, 1988; Flowerdew & Tauroza, 1995; Jung, 2003a, b; 2006; Khuwaileh, 1999; Olsen & Huckin, 1990; Tauroza & Allison, 1994; Thompson, 2003; Williams, 1992). Nevertheless, our understanding of the effects of discourse organization markers, in general, and importance markers, in particular, on the students' comprehension of academic lectures is limited and the findings of previous research are mixed and inconsistent (e.g., Chaudron & Richards, 1986; Dunkel & Davis, 1994, pp. 55e74; Jung, 2003a, b; 2006; Perez & Macia, 2002). What follows is a review of these studies.

In a study on organization markers (e.g., 'I am going to talk briefly about more complex forms such as rituals', 'Let me give you an example of a norm in different cultures', and 'That's all we'll talk about today'), Jung (2003a) investigated the effect of these discourse structuring expressions on Korean ESL learners' comprehension of important points in lectures. A population of 16 Korean high intermediate- and advanced-level ESL learners (9 females and 7 males) at a major U.S. university took part in the study. The participants were divided into two groups—marker and nonmarker. The marker group was exposed to a 10- minute version of a lecture in social psychology with organization markers included, whereas the nonmarker group listened to an 8-minute version of the same lecture with the organization markers excluded from the lecture. Afterward, the participants in each group were exposed to a summary task in which they were supposed to summarize important points of the lecture. The results of the study showed that the inclusion of organization markers in a lecture leads to the better comprehension of important points in the lecture.

The impact of contextualization markers (e.g., 'There are four stages of this culture shock', 'To sum up so far', and 'Let me repeat it') on the L2 listening comprehension of students has also been studied by Jung. Jung (2003b, 2006) investigated the effect of these markers on the L2 listening comprehension of 80 Korean learners of English through qualitative analysis. The participants were divided into four treatment groups. Half of the participants were assigned to the marker group and the other half were assigned to the nonmarker group. The participants in the marker group were exposed to a lecture with contextualization markers embedded in it, whereas the participants of the nonmarker group listened to the same lecture with contextualization markers excluded from it. Half of the participants in the marker group were asked to perform summary tasks while the other half were supposed to perform recall tasks. The same was done for participants in the nonmarker group. On the whole, the results of qualitative and statistical analyses pointed to the facilitative role of contextualization markers in L2 listening comprehension.

The effect of meta discourse on the learners' comprehension of lectures has been studied by Perez and Macia (2002). 37 engineering university students participated in the study. The subjects were divided into two groups. One group received a scripted lecture containing meta discourse and the other group was exposed to the same lecture without meta discourse expressions. The subjects were asked to take notes of the lecture. The participants were also requested to answer a questionnaire that asked them to reflect on their comprehension of the lecture. Analysis of the notes of learners showed that the presence of meta discourse helps only learners with a low level of English language proficiency. Results of the questionnaire indicated that the learners exposed to the lecture containing meta discourse perceive themselves to have better comprehended the overall structure of the lecture.

In contrast to Jung (2003a, b; 2006) and Perez and Macia (2002), Chaudron and Richards (1986) and Dunkel and Davis (1994, pp. 55e74) did not observe facilitative effects for discourse organization markers on L2 listening comprehension. In a study on the role of macro and micro markers in the learners' listening comprehension, Chaudron and Richards found beneficial effects for macro markers. This, however, was not

true for micro markers. Pause fillers and expressions that signaled the relationship between different sentences (e.g., 'Well!', 'Okay!') did not have beneficial effects on the students' listening comprehension. This may be related to the difference between macro and micro markers. Contrary to macro markers, micro markers, as the name suggests, do not present the overall organization of the passage. In another study on the impact of organization markers on the learners' listening comprehension, Dunkel and Davis (1994, pp. 55e74) found them not beneficial to the students' comprehension of lectures. The contrast between the findings of Dunkel and Davis and those of others may be related to the fact that Dunkel and Davis simply counted the ideas that the learners recalled as their assessment procedure.

2. Material and methods

The study took place at a major medical university in Iran where the medium of instruction is mainly Persian and the students are not exposed to English regularly. The textbooks that are used in the class, lecturing, and assignment are all in Persian. The use of English is mainly limited to courses focusing on English for the students of medicine. These courses focus on students' English reading and comprehension skills. A quasi-experimental (comparison group, pretest-posttest) approach was followed in the study. Two groups did experimentally and one control group participated in the study. The experimental group received explicit instruction in importance markers. The control group, however, only attended the classes of their regular major-related courses, one of which was a course on English for the students of medicine. The following research question and hypothesis were addressed in the study:

Does teaching importance markers significantly facilitate EFL learners' comprehension of important points in academic lectures?

H₀: Teaching importance markers does not facilitate EFL learners' comprehension of important points in academic lectures significantly. A piloted PET for adult learners, the piloted listening comprehension section of the PET, and a test of lecture comprehension were used as instruments in this study. PET has two versions, one for adult learners and one for school-aged learners. This test incorporates all four language skills. It takes 130 min to complete. The Reading and writing sections account for 50% of the mark, while the Listening and Speaking sections form 25% and 25% of the total mark, respectively. The PET and the listening comprehension section of the PET which were piloted with 10 students were used as a pretest to make sure that the difference between the participants in their general English proficiency and listening comprehension was not significant. The reliability estimates (Cronbach alpha) of the PET and the listening comprehension section of the PET were found to be 0.89 and 0.80, respectively.

A test of lecture comprehension (Appendix A) was designed for the study. The test included 10 four-choice items and they took 30 min to complete. Scoring the test was done by adding the scores of all the items, with each item accounting for 1 score. The test score thus ranged from 0 to 10. The items assessed the students' comprehension of the important points of a lecture. The lecture was an authentic audiotaped English academic lecture on a subject that is not related to the field of students, presented by a native speaker of English university lecturer. All the important markers produced in the lecture were spontaneous and representative of spoken English. The test served as a posttest to explore the effect of teaching importance markers on the learners' comprehension of important points in academic lectures. Piloting the test with 10 EFL learners led to a Cronbach alpha of 0.73. Regarding face and construct validity, expert opinions of two professors in the field were sought and they confirmed that the lecture satisfied validity requirements.

In order to analyze the effectiveness of teaching importance markers on the students' comprehension of important points in English academic lectures, an independent-samples t-test was run using the Statistical Package for Social Sciences (SPSS) software. The instruction in importance markers was taken as the independent variable and the performance of the learners on the test of lecture comprehension was considered as the dependent variable. The independent-samples t-test compared the mean scores of the two groups on the test of lecture comprehension.

3. Results and discussion

This study was an attempt to explore the effect of explicit instruction in importance markers on the learners' comprehension of main points in academic lectures. Table 1 presents the results of descriptive statistics for the learners' performance on the test of comprehension of main points in academic lectures. As Table 1 shows, the

experimental group (N = 50) scored higher with a mean of 5.36 and SD of 3.08. By comparison, the control group (N = 50) scored at a mean of 2.52, SD = 1.74. The experimental and control group distributions were sufficiently normal for the purposes of conducting an independent samples t-test. Therefore, an independent-samples t-test was run on SPSS. Table 2 presents the results of the independent-samples t-test.

Table 1
Descriptive statistics.

	Group	N	Mean	Std. deviation	Std. error mean
Posttest Score	Control group	50	2.5296	1.74363	0.27231
	Experimental group	50	5.3696	3.08659	0.45509

Table 2
Independent-samples t-test.

		Levene's Test for Equality of variances		t-test for equality of means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean difference	Std. Error difference	95% Confidence interval of the difference		
										Lower	Upper
Scores	Equal variances assumed	54.169	0.000	-5.602	98	0.000087	-2.84000	0.50693	-3.84599	-1.83401	
	Equal variances not assumed			-5.602	75.857	0.000065	-2.84000	0.50693	-3.84967	-1.83033	

As Table 2 shows, the 'Sig. (2-tailed)' value for medical students was found to be 0.000087. Therefore, the difference between control and experimental groups was found to be significant ($p < 0.05$). Accordingly, the results of the study did not provide statistical support for the null hypothesis. That is, teaching importance markers significantly facilitates EFL learners' comprehension of important points in academic lectures. The results of this study indicate that an understanding of how important points of lectures are marked plays a significant role in the EFL learners' comprehension of important points in academic lectures. The finding that the participants in the experimental group comprehended the main points of academic lectures significantly better than the subjects in the control group mirrors the results of previous research (e.g., Flowerdew & Tauroza, 1995; Jung, 2003a, b; 2006; Williams, 1992). Jung (2003a) explored the effect of organization markers on Korean ESL learners' comprehension of important points in lectures and found the presence of organization markers in a lecture beneficial to the learners' comprehension of important points. It is important to note, however, that the facilitative role of organization markers in lecture comprehension in Jung's study is relevant to the presence of these markers in the lecture, whereas the beneficial effects of the knowledge of important markers on the students' comprehension of the main points of academic lectures in this study concerns the learner's understanding and awareness of these markers. In other words, it is the students' understanding of how important points are marked that contributed to their better comprehension in this study. In Jung's study, however, it is the presence or absence of organization markers in the lecture that contributes to the learners' comprehension of main points. Awareness of importance marking is considered an aspect of the learner in this study, while for Jung's study, the presence of organization markers is a feature of the lecture. It is also important to point out that the learners' comprehension of important points in Jung's study is mediated by their ability in performing summary tasks. In this study, however, the pretest and posttest took the form of multiple-choice items.

As Jung (2003b) highlights, "text comprehensibility is a relative concept, involving both listener and text variables" (p. 572). In Jung (2003a, b, 2006), the text variable has been in focus. Here, however, the listener variables his/her understanding of importance marking is important. The results of this study are also similar to those of Perez and Macia (2002) who investigated the effect of the presence of meta discourse in lectures on the learners' comprehension of lectures. Although Perez and Macia found the presence of metadiscourse in lectures advantageous to the learners' comprehension of lectures, it is important to note that the beneficial effects of meta discursive expressions were mediated by the learner's level of English language proficiency, as they observed that the presence of metadiscourse helps only learners with a low level of English language proficiency. In the present study, however, the English language proficiency level was controlled for and all the learners had an intermediate level of English language proficiency.

On the other hand, the results of the present study seem to run counter to those of Chaudron and Richards (1986) and Dunkel and Davis (1994, pp. 55e74). Dunkel and Davis investigated the role of organization markers in the learners' listening comprehension and did not find them advantageous to their comprehension of

lectures. The source of difference between the findings of Dunkel and Davis and those of this study may be related to the learners' level of English language proficiency. Whereas Dunkel and Davis did not control for the effect of the learners' English listening comprehension, we took into consideration both the learners' general English proficiency and their listening comprehension ability in including them in the study. Additionally, as Jung (2003b) points out, the assessment procedure may be an issue in contributing to the difference between the findings. Dunkel and Davis simply counted the ideas that the learners recalled. As Alderson (2000, cited in Jung, 2003b) points out, "simply counting idea units which had been accurately recalled risks giving a distorted picture of [listeners'] understanding" (p. 232). "To gain a better picture of listeners' text comprehension, researchers should employ a differentially weighted scoring scheme (i.e., differentiation of high-from low-level information in comprehension scoring)", Jung (2003b, p. 572) notes. In our study, we investigated the learners' comprehension of important points in academic lectures.

It is also important to note that the difference between the findings of this study and those of Chaudron and Richards may be due to the nature of markers. Chaudron and Richards investigated the effects of macro and micro markers on the learners' listening comprehension and found beneficial effects for macro markers. The results of Chaudron and Richards, however, did not provide support for the facilitative role of micro markers in listening comprehension. To Chaudron and Richards, macro markers were expressions that marked the relationship between different parts of the discourse (e.g., 'What we are going to talk about is'). Micro markers, on the other hand, were pause fillers and expressions that signaled the relationship between different sentences. Chaudron and Richards' macro markers are more similar to our importance markers (e.g., 'What you need to remember is....') than their micro markers. Therefore, the results of Chaudron and Richards can be interpreted to be the same as the results of the current study.

4. Conclusion

The purpose of the present study was to investigate the effect of teaching importance markers on the students' comprehension of the main points in academic lectures. Taking into consideration the fact that the participants of the study were only a small sample of EFL learners from one discipline, and they cannot be claimed to be representative of the much larger population of EFL learners, any generalization is essentially tentative. Yet, the results of the study suggest that teaching how importance is marked in lectures plays a significant role in helping learners to comprehend the main points in lectures. This lends support to the findings of researchers such as Goh and Hu (2013) and Hirose and Sasaki (2000), that metacognitive awareness is related to improved listening comprehension and writing, respectively. It can be concluded that an understanding of importance markers or the expressions that attract the attention of the students to the main parts of the lecture facilitates the students' comprehension of the main points in academic lectures. Though scant, this finding can be used to advise EFL/ESL teachers and learners on the comprehension of academic lectures. Material writers may incorporate the importance markers used in this study in their instructional materials on academic lecture comprehension. EFL/ESL teachers can raise the students' awareness of these markers.

Further research, however, is necessary for a clear picture of the effect of knowledge of important markers on academic lecture comprehension. Future studies need to take into consideration (a) text factors such as text type, length, difficulty, and discipline; (b) listener variables such as English language proficiency level, background knowledge, and learning styles; (c) treatment variables such as explicit/implicit instruction; and (d) assessment parameters such as task type, and immediate/ delayed measurement.

A Test of Important Points in English Academic Lectures

Instruction: Listen to the lecture and mark the important point from among the four choices in the answer sheet.
i. we tend to think of trade negotiations being a bargaining process but remember the theory of international trade tells us that far from giving something away when you lower your barriers to trade you gain by this and that's what the theory of comparative advantage tells you that's not intuitively obvious to people that by lowering your barriers to trade you're not giving something away you're gaining you're raising the welfare of the country you're increasing your production possibilities you're increasing real income so lowering barriers to trade unilaterally is a welfare increasing process for the country concerned they don't need to get something in exchange in order to benefit from trade

- (1) Which one of the following is considered important in this part of the lecture?
a) raising the welfare of the country

- b) increasing production possibilities
- c) lowering barriers to trade is a welfare increasing process
- d) the theory of international trade

ii. there are sophisticated international banks who are s-, scouring the world looking for good rates of return for their for their clients' money if you're a small developing country there might be a problem if you're just too small for them to be bothered with you know anything less than a few billion dollars worth of investment they might not be interested in but on the whole we've got sufficiently sophisticated international capital markets these days for investment and the flow of investment not to be terribly important as a benefit from multinationals obviously it is still important but one of the key points unfortunately about the flow of foreign direct investment is that it's heavily concentrated in a relatively few countries few developing or transitional economy

(2) Which one of the following is considered important in this part of the lecture?

- a) flow of foreign direct investment is heavily concentrated in relatively few countries
- b) sophisticated international banks look for good rates of return for their clients' money
- c) small developing countries have problems finding good opportunities for investment
- d) both a and b

iii. one of the key factors which has greatly increased the productivity of the British motor industry for example has been the fact of Japanese companies coming in, whether it's Honda working on in Swindon or Nissan working up in Newcastle on both on greenfield sites they were then sourcing they had to source within the European Union in order to meet rules of origins which is another area that a key element in their ability to export in Europe there had to be a European content in production otherwise they wouldn't have been allowed to establish themselves so they had to source from Europe they particularly sourced from the U-K but then they looked at some of the U-K suppliers and held their hands up in horror at their working practices and the technology that we're using and the skills of their labour force and so they brought in a whole lot of engineers from Japan and put them into these suppliers to bring them up to best practice and that's what you find in developing countries as well that they will increasingly source their supplies from the local economy 'cause it's profitable to do so

(3) Which one of the following is considered important in this part of the lecture?

- a) Japanese companies coming into the UK
- b) Japanese companies sourcing within the European Union
- c) Japanese companies locating their factories within their own country
- d) both a and b

iv. developing countries increasingly source their supplies from the local economy 'cause it's profitable to do so all right it's efficient to do so particularly using as I say modern technologies and just in time production you increasingly source from the local economy but you've got to train the suppliers especially in a developing country how to meet your requirements in terms of quality and design and everything else so you disseminate knowledge in that way inevitably by doing that so that's probably the most important potential benefit from a multinational

(4) Which one of the following is considered important in this part of the lecture?

- a) disseminating knowledge
- b) modern technology
- c) local economy
- d) developing countries

v. they point that in a small market transnational particularly import substituting one can achieve a monopoly position rather than just stimulate local competition in the way that we described before at least for the second point they can crowd out actual potential local producers again by their sheer size simply based on their reputation and their marketing power and their overall efficiency

(5) Which one of the following is considered important in this part of the lecture?

- a) transnationals can increase their marketing power and efficiency
- b) transnationals can crowd out actual potential local producers
- c) transnationals stimulate local competition
- d) both b and c

vi. the third point profits may well be repatriated and not reinvested in the economy I mean obviously the propensity of a transnational corporation to invest in the local economy will be lower than the propensity to invest a wholly owned local company because they have all these investment opportunities throughout the world and they're maximizing the global profits of the corporation so propensity to reinvest may well be lower

(6) Which one of the following is considered important in this part of the lecture?

- a) transnationals are highly likely to invest in the local economy
- b) the profits are more likely to be repatriated than reinvested in the economy
- c) transnationals have many business opportunities throughout the world
- d) transnationals are more willing to increase the local profits of their corporation

vii. fourthly inappropriate products and technologies inappropriate products or like the dried milk case of Nestle is the most as I say a notorious example but it may not be quite as notorious as that it may simply be that given their marketing power they're able to you know distort patterns of taste and preferences towards sophisticated goods whereas the more appropriate product may be a cheaper less sophisticated good but not with all the all the design features that they have

(7) Which one of the following is considered important in this part of the lecture?

- a) the dried milk case of Nestle is the most notorious example of inappropriate products
- b) the marketing power and design features of the products of these companies make them salient
- c) transnational companies are able to produce sophisticated goods
- d) transnationals are able to distort patterns of taste and preferences towards sophisticated goods

viii. they're global sourcing of supplies they're selling in global markets they're maximizing the global profits of the group mm and whereas a local producer will have a more limited framework in which they're maximizing their profits and that leads to the next point in particular people allege that transnational corporations are footloose now by footloose they mean they're here today and they're gone tomorrow all right you know you set up your assembly plant for say in Malaysia for assembling electronic goods whatever it happens to be but then Malaysia begins to develop and realwages rise and so you pack up shop and you go off to China because China's nowgot a much more open door policy and wage rates are a third those in Malaysia and in whenwage rates rise in China well you go off to Africa okay so footloose then because they're transnational corporations they have complete knowledge of where exactly is the most efficient and the cheapest location for their production mm and they can utilize this information to switch production from one country to another

(8) Which one of the following is considered important in this part of the lecture?

- a) wage rates in China are a third of those in Malaysia
- b) China has a much more open door policy than Malaysia
- c) transnational companies are footloose
- d) transnationals sell goods in global markets

ix. Sunkel sees the modern transnational as he puts it here leading to international integration but national disintegration well I just throw that out as another broader perspective than perhaps the more narrower one that we look on as economists well I'll stop at that point obviously what I want you to think of is going through these costs and benefits and the activities of and the competitive advantage of multinationals is ultimately an empirical question okay that's really what I want you to go away with rather than that multinationals are the salvation of developing countries which perhaps is what theWorld Bank would tend to suggest or maybe Sunkel's view that they lead to national disintegration and you shouldn't have anything to do with them

(9) Which one of the following is considered important in this part of the lecture?

- a) modern multinational corporations lead to national integration but international disintegration
- b) Sunkel is in favor of modern transnational corporations

- c) modern multinational companies cause international integration but national disintegration
- d) both a and b

x. what I want you to do as economists is the usual objective cost-benefit approach of course there'll be cost but there are also potential benefits and looking at what the determinants of those costs and benefits are likely to be in any particular situation and therefore what you would also look for in the empirical evidence what would be the sort of testable hypotheses that you would put up if you were looking at whether the activities of transnationals or particular transnationals in a developing country what were those effects likely to be what would be the hypothesis that you would set up in order to test whether they were a benefit or a cost to the host developing country and what I've given you there are key aspects look at the activities of transnationals look at linkages with the local economy and apply them to the examples that I've given you over the page there if you'd like to think about that and then we'll have a look at that next week

(10) Which one of the following is considered important in this part of the lecture?

- a) the activities of transnationals
- b) the linkages of transnationals with local economy
- c) applying the activities and linkages of transnationals with local economy
- d) a, b, and c

Importance markers

Importance marking using adjectives such as basic, big, critical, crucial, essential, go home, important, interesting, main, major, considerable, fundamental, significant, take home, of interest, vital, whole, worth

- (1) pslct022 sketching can't tell you that so that's the basic example that's really all there is to
 - (2) pslct023 said I 'm going to introduce some of the basic principles of tensile
 - (3) sslct001 adjustment now structural adjustment is a big topic so let 's take 10 min for a
 - (4) sslct001 involved in structural adjustment it's a very big topic but let me give you three elements
 - (5) ahlct015 different kinds of texts you may come across critical texts you may come across so I
 - (6) pslct038 define s survival times there are three critical elements so for the definitions of I'm
 - (7) pslct027 a.m. doing oh the waves yes sorry missed a crucial slide here well it's better ne you now
 - (8) pslct029 us on to the last factor which is really crucial here is the contributions
 - (9) pslct033 level of sophistication that I think is essential to succeed in this course you do
 - (10) sslct019 or its website but you don't it's not essential nobody's going to ask you that in
 - (11) lslct026 okay so these are the things I want you to go home with and hopefully remembered
 - (12) ahlct015 never been there and there are probably two important aspects of that one
 - (13) lslct027 your ability to make vitamin D so what 's important I 've just told you that the activity
 - (14) lslct019 purpose of the study this is tremendously important
 - (15) sslct009 that diagram [[voiced pause]] and it is important that you understand the mechanics
 - (16) sslct027 have gained from their experience it's interesting to notice by the way that the two
 - (17) ahlct026 they looked at history because that's our main concern here is the historiography of all
 - (18) pslct036 now and then [[voiced pause]] that's the main topic for next week really and what i 'm
 - (19) ahlct008 my coat here but basically there are three major issues that I want to talk about next week
 - (20) sslct035 things sure the headings under each of those major headings might be slightly different to
 - (21) lslct031 gastroenterology and this is one of the fundamental things to understand about this way
 - (22) sslct011 week to you [[voiced pause]] but some very significant lessons in the design of this
 - (23) lslct003 structures and if nothing else that's a sort of take home message that every protein in you
 - (24) lslct027 renal disease so these are the things to take home this is revision calcium homeostasis
 - (25) lslct003 amino acids is here and particularly of interest to us because again if you 're
 - (26) sslct002 things as you'll find out this data is vital there are various schools of thought on
 - (27) ahlct007 discourse of the motherland this is a vital term if one 's going to be looking at
 - (28) ahlct015 I'm just trying to suggest that there's a whole what we tend to talk about maybe six films
 - (29) ahlct032 scholarly enough himself but it's worth mentioning that in spite of this
 - (30) ahlct015 also of course is drama to music and it's worth knowing that Verdi who I suppose is
- Importance marking using adverbs such as essentially, importantly, in essence
- (31) pslct012 exit without going into too much detail essentially what [[voiced pause]] the theory
 - (32) sslct002 questions you 're going to ask there are essentially three broad methods of or broad schools

- (33) lslct036 corona viruses and rhinoviruses and more importantly it adapts to the challenge of infection
- (34) sslct035 you 're succeeding and probably even more importantly to tell you where you 're not doing well
- (35) lslct011 we 're doing here but what we 're doing in essence is counting the number of responding T-cells
- (36) sslct026 up to seven general practitioners so in essence they are providers but they will have as Importance marking using nouns such as bit, bottom line, exam, idea, message, moral, question, thing, point
- (37) pslct037 [[voiced pause]] it satisfies that's the easy bit the important bit is that [[voiced pause]] if it's an algebraic
- (38) ahlct037 knowledge is derived from experience and the bottom line of this is that is this that what we
- (39) ahlct037 science of man and so on and so forth but the bottom line of this is from what impression is this
- (40) slct032 nephropathy is it just because you have an exam on the subject okay come on increases anybody
- (41) lslct032 to know a lot about because it's in your exam but not just not because it's biologically
- (42) lslct033 day or you can just remember it for the exam so it's not a good way of learning
- (43) pslct011 it's something we can sort of ask exam questions on sometimes and i want to look
- (44) sslct025 encapsulate the [[voiced pause]] the exam question which you often get or see we
- (45) lslct014 it is something that you can be examined on and that we have ex [[voiced
- (46) pslct005 now this is quite this is a very important idea here which I which I want to stress
- (47) sslct030 just take a brief look in the main idea here is that we really have a variety of
- (48) ahlct006 its centre within Britain itself so the message today is that though we have problems in
- (49) lslct002 measures can be and if there is one message that i want to gev gi get across in this
- (50) pslct036 integers so [[voiced pause]] so the so the moral of this example is the point that
- (51) ahlct022 that in many ways is kind of the key question for this whole course i think [[voiced
- (52) ahlct022 formulation of it and these are really the questions i want to send you away thinking about
- (53) ahlct010 and symbolism in general and one of the things i 'm trying to get you to see is that allegory
- (54) ahlct002 shape in classical scholarship the second thing is that if you look at
- (55) pslct025 roots [[voiced pause]] the only important thing is that once you 've chosen your universe
- (56) ahlct008 forms correct in inverted commas and the point is that because of this language Huck has
- (57) ahlct017 're all still awake my final m my final point [[voiced pause]] this morning concerns
- (58) ahlct023 trajectory of the course i think the key point about Thompson is his rejection of structuralism
- (59) ahlct036 this and it stems partly from the first point i raised at the beginning of the lecture
- Importance marking using verbs such as be interested in, root in mind, bear in mind, keep in mind, have in mind, hold in mind, focus attention on, bring attention to, draw attention to, emphasize, examine, pay attention to, forget, go away with, impress on, learn, make a/the point, merit consideration, note, notice, place emphasis, point out, register, reinforce, remember, stress, take away, take home, take note of, understand, write down, memorize, realize, know
- (60) lslct001 interactions times env but really what we 're interested in is this part okay but these other things
- (61) sslct003 's not just language teaching but we 're interested here in language teaching because language
- (62) sslct009 countries partly 'cause that's what we 're interested in but also because again you 'll read
- (63) ahlct002 perfectly familiar to us still we should bear in mind the ambiguities of the time and these are
- (64) ahlct003 History and one that you should root in your mind as being important for Thucydides ' view
- (65) ahlct005 dangers within it that we need to bear in mind when we look at Agricola as a historical

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