MONASH University

WRITING PROPOSALS AND THESES IN EDUCATION

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FURTHER INFORMATION:

Academic Language, Literacy and Numeracy Development

Faculty of Education, Monash University

https://www.monash.edu/education/students/academic-skills

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Introduction

Congratulations on starting your research degree in the Faculty of Education! While you have already completed another degree, studying a research degree in the Faculty of Education at Monash University can be very different from your previous study experience. This booklet is designed to help you orient yourself into the Faculty and into a research-based degree.

Successful completion of your research degree will take more than just a deep understanding of disciplinary content. You will also be required to communicate your research to the wider academic community through your thesis, publications, and conference presentations. This means that you will need to develop excellent written and verbal communication skills. Everyone enters their research degree with a variety of skills that can help them success in their studies. The Faculty of Education provides several ways that you can enhance your professional academic skills, as outlined below.

1. All PhD students are encouraged to consult the Faculty's Academic Language Advisor (Dr Lynette Pretorius, lynette.pretorius@monash.edu). She can help you develop your academic literacy by focusing on areas such as the organisation and clarity of your ideas, your style, voice, and agency in your writing, your use of evidence to support your arguments, as well as your use of appropriate referencing. She can also support your academic English development by focusing on areas such as sentence structure, grammar, and punctuation. Please note that she does not provide proofreading or editing.
2. All PhD students are also encouraged to attend the monthly graduate research workshops. These workshops are designed to explore the various components of graduate research in the Faculty of Education and have been accredited for 22 hours in myDevelopment. More information about these workshops can be found here: https://lms.monash.edu/course/view.php?id=35612
3. Daily drop-in consultations are also offered by the Library (more details here: https://www.monash.edu/library/skills/resources/programs/drop-in) and by English Connect (more details here: https://www.monash.edu/english-connect/academic-english/academic-writing).

Know your role as a researcher

The general responsibilities of a PhD student and their supervisors are set out in the University's Graduate Research Handbook (https://www.monash.edu/graduate-research/faqs-and-resources). Many of these responsibilities are also applicable to MEd students, other writers of theses and their supervisors. An important feature of these stated responsibilities is the expectation that a researcher will be fairly independent and that they will ask for help when it is needed rather than expect the supervisors to infer this need. It is the responsibility of the supervisor to teach the beginning researcher how to develop a focus, conduct research and write about their research. Remember, though, that your supervisors will not tell you exactly what to do all the time; their role is to guide you as you conduct your own research. Your supervisors may advise you about a suitable research topic. Remember, your supervisors are your first point of contact for any questions related to your research. You should, therefore, discuss all aspects of your proposal and thesis with your supervisors throughout your candidature.

It is not easy to ask for help, especially when you are feeling surrounded by unachievable tasks and incomprehensible texts. Just remember that independence is related to expertise. No one can reasonably expect a beginning researcher to know all there is to know about research or about the field they are working in during their study. Nor can your supervisors guess when you feel like you are drowning in a sea of unknowns. You have to tell them that you need to know what the next step should be or ask them to help you identify the important areas or theorists in a field. Your sense of independence will grow, and your questions will change as you progress.

Research students may find that an intensive schedule of consultations with the supervisor is necessary in the initial stages of their study. Supervisors may take a more dominant role at this point (usually because they feel they have to help you get things started). If you feel that you are losing a sense of this being your work, think carefully about the direction you would like it to take and discuss this with your supervisors as soon as possible.

You should meet your supervisors on average at least once a fortnight. Plan small, achievable tasks to complete between meetings, rather than huge assignments. Research students often feel disappointed with the amount of work they achieve in a given time, because their aims are overambitious or because they do not realise how complicated research actually is. If you want to discuss something you have written with your supervisors, provide a copy of it at least three or four days prior to the meeting if it is a short piece or a week or two for a longer piece.

Look at examples in the field

It is always useful to look at examples of proposals and theses to see how others have completed them. Ask your peers for samples of their work. Many hard copies of theses are also available for your perusal in the Thesis Reading Room in the Learning and Teaching Building on the third floor at Clayton. Education theses are also available online here: https://monash.figshare.com/edutheses. In particular, you should look at the following main features:

- Organisation of ideas (abstract, chapter distribution, hierarchy of sections and subsections),
- Language use (discourse markers, cohesive devices, mapping, and signposting),
- Subsections and styles for the hierarchy of headings/subheadings, and
- Page numbering and font.

It will help you a great deal in the final stages if you have decided early in your candidature on the conventions, the font, as well as the style of headings and subheadings you would like to use.

Get to know the software available to you

For all students, it will be very important to know how to use a computer efficiently to access information and write the proposal or thesis. Workshops on the use of software are available in the University and support is also available in the Faculty.

- EndNote is a very useful program available to you to help you manage your references during your study. Find out how this software can help you to do tasks such as filling in citations, maintaining a consistent style, and completing your reference list. Learn how to use EndNote early in your candidature – it will make your referencing experience a lot easier.
- Learn how to use Microsoft Word effectively, particularly in relation to creating an automatic Table of Contents, using cross-referencing, and setting up master documents. Learn how to do this early in your candidature, as this more advanced use of Microsoft Word will help you create a consistent and reader-friendly proposal or thesis.
- NVivo, GraphPad Prism, SPSS, and other statistical programs are helpful for analysing qualitative and quantitative data, but you need to know how to use them well in advance of analysing your data (preferably before collecting data).

Purpose and structure of a proposal

PhD, MEd and coursework thesis students must write a proposal early in their candidature. We write research proposals to convince others that we have a research project that is worthwhile and that we have the skills and the strategies necessary to complete the project. The purpose of the proposal is to help you to focus and define your research plans. These plans are not binding and they may well change substantially as you progress in your research. However, they are an indication of your direction and discipline as a researcher.

The proposal is expected to:

- Show that you are engaging in genuine academic enquiry, finding out about something worthwhile in a particular context,
- Link your proposed work with the work of others, showing that you are acquainted with major schools of thought relevant to the topic,
- Establish a particular theoretical orientation,
- Establish your methodological approach, and
- Show you have thought about the ethical issues.

You can use the following table as a **checklist** of items that are required in proposals. This information is also available here: https://youtu.be/gkkPB2YcjLg. The table shows the order in which these items usually appear in proposal documents. The proposal is likely to contain most of the elements listed in the table below, although your supervisors may require the inclusion or omission of certain parts. Check first with your supervisors.

Cover page	Identifies the topic, writer, institution and degree.	Should be descriptive of focus, concise, and eye-catching. Should include your name, qualifications, department, university and degree.
Table of contents	Lists sections of the proposal.	Use a hierarchy for titles and subtitles. Do not use more than four heading levels.
Glossary	List of specialised terms or words used in your proposal and their meanings.	This is usually placed either just before or directly after the main text of the proposal.
Background	Provides background information related to the social/political/historical/ educational context of the study.	Usually includes details about the context, the starting point for the study, and may also include the author's personal motivation.
Rationale	Follows from the background to persuade the reader that the study is necessary, useful and interesting.	This section identifies the gap in the research literature. Importantly, this section problematises the issue under investigation.

Purpose and aims	States clearly and succinctly the purpose of the study and outlines the key research questions.	This section should be expressed within the broader context of the study, making clear links between the background, rationale, aims, and research questions. There should only be a few research questions, so that the project is reasonable.
Literature review	Shows your supervisor and the Faculty that you are aware of significant research in the field. This section also demonstrates that you are able to carefully select relevant issues based on the literature.	This section is not expected to be extensive in your proposal but will be much more extensive in your thesis. You should survey the key theorists in your field, demonstrating critical analysis and synthesis to establish your theoretical orientation.
Research design	Outlines and describes the research plan (the way in which your research will be conducted).	This section should include your understanding of the nature of knowledge (your research paradigm) and how this affects your choice of research approach. You should also include the scope of your study in this section. This section describes your participants, methods of data collection and analysis, as well as procedures you will use to ensure ethical practice, validity and reliability.
Significance/ Research outcomes	Predicts the significance of the study and the expected outcomes of the research.	This section explains to your reader why your research is important.

Proposed thesis structure	Describes the sequence and focus of each proposed thesis chapter.	This section includes a proposed table of contents, as well as a short description of what will be included in each chapter.
Timetable	Depicts the tasks proposed and the stages for their completion.	This section can take the form of a chart, timeline or flowchart.
References	List of sources used in your proposal.	These references should be formatted according to the APA style guide.
Appendices	Displays other documents that are relevant to the main text, but whose presence in the text would disturb, rather than enhance, the flow of the writing.	This section usually includes documents such as pilot studies, interview or survey questions, and ethics documents. Appendices appear after the reference list.

Preparing the ethics application

As soon as you have worked out what you wish to do, you should establish whether or not you need to apply to the University's Ethics Committee for approval of your research. *If you are going to observe, talk to, consult or deal with living human beings (or animals) in any way, significant or minor, you must apply for ethics approval.* Applications involve a detailed explanation of what you will do, so it is important to think about your methods at an early stage and, in particular, to think about how any participants you work with will be protected from harm. Applications are completed online using a form that is available here: https://www.monash.edu/myresearch. Remember, the ethics application form can be a good thinking exercise and a checklist of items for you to consider. Make sure to check the types of questions that are in the application form, as these will provide you with useful things to consider when writing about your research.

The Committee may take some time to consider your application. It is well worth making your application a good one, so that it is not rejected. Rejection would mean further revisions which can take a long time, stalling your research. Note that you are not permitted to undertake any research involving people or animals until you have approval from the Ethics Committee. It is, therefore, important to work on this application as early as possible.

It is possible to apply for ethics approval before the Confirmation milestone. While this risks resubmission based on changes suggested by the Confirmation panel, it also means that you can start collecting data straight after Confirmation without any delay. Please consult your supervisors regarding the best time for your ethics application.

Purpose and structure of a thesis

All research students are required to present their research findings in a thesis by the end of their candidature. A thesis consists of an argument or a series of arguments combined with a description and discussion of the research that has been undertaken. The research is expected to make a significant contribution to the field of study. This does not mean that you need to revolutionise the field (though some PhDs may); it means that you are expected to extend the knowledge in your area. You do this by critically reviewing the available literature and attempting to add an element of original research to the field. This can, for example, simply mean that you adapt someone else's research framework for the situation you want to investigate; in this way you extend the knowledge about an area.

Theses come in various sizes and shapes. The components of many theses are similar, although their functions and requirements may differ according to the degree for which they are presented. The components of a thesis as well as their characteristics are set out in the table on the next four pages. This information is also available here: https://youtu.be/soC1D0t_GVk. Always make sure that you use the most recent thesis cover pages. These change regularly and the current requirements are available here: https://www.intranet.monash/graduate-research/exams/thesis-preparation

Cover page

- Identifies the topic, writer, institution, degree and date (year and, if you like, month).
- It should include the thesis title, candidate's name and qualifications, degree aimed at, faculty, university, month and year presented.

Declaration

- States that the material presented has not been used for any other degree and that all sources are acknowledged.
- States that ethics approval was received and gives the reference number.

Acknowledgements

- To thank anyone whose support has been important for your work.
- The supervisors generally receive the first vote of thanks. Do not forget your participants (though remember confidentiality). This section is the least bound by convention. You may speak from the heart.

Table of Contents

- Lists all major divisions and subdivisions marked by numbers and indicates which page they are on in the thesis.
- The titles and subtitles of sections should appear in a style and size consistent with their position in the hierarchy (see style manuals for help in selecting your system). If you are doing a degree in the field of Psychology, you are required to use the document formatting style of the American Psychological Association. Otherwise, you can choose the style that you think will work best for your thesis.

Lists of Tables/ Figures/ Illustrations/ Appendices

- Lists all tables, figures, illustrations, and appendices, as well as the pages on which they appear.
- A separate section is used for each of these categories.

Abstract

- Summarises the thesis, mentioning the aims/purposes, the focus of the literature review, the methods of research and analysis, the main findings, and the implications of the results.
- Orients the reader and presents the focal points of the thesis.

Introduction (may be given a more descriptive name to reflect the topic)

- Provides background information and rationale for the research, so that the reader is persuaded that it will be useful/interesting. It usually also serves as a frame within which the reader reads the rest of the thesis.
- Provides background information related to the *need* for the research.
- Builds an argument for the research (rationale) and presents research question(s) and aims.
- May present personal motivations behind research.
- May present a theoretical starting point.
- Gives an outline of subsequent chapters.

Literature Review (this may consist of more than one chapter)

- To show the reader/examiner that you are familiar with issues and debates in the field.
- To show the reader that there is an area in this field to which you can contribute (thus, the review must be *critically* analytical).
- This is the section where you cite the most, where your use of verb tense becomes most important in conveying subtle meanings, and where you must beware of unwarranted repetition. This is where plagiarism can become an issue if you do not effectively paraphrase and summarise.
- Remember to only discuss theory that is *directly relevant* to your research.
- A good example of a literature review chapter can be found here: https://doi.org/10.1007/s40979-021-00074-w

Theoretical Framework (this may also appear before the literature review)

- Presents an understanding of the philosophical framework within which you see your research and view knowledge (i.e., this section discusses your ontology, epistemology, and research paradigm; more information about these concepts can be found here: https://youtu.be/hkcqGU7I_zU).
- Should describe the theories and concepts that are used in the thesis. A good example of how to discuss theories or concepts in a thesis can be found here: https://doi.org/10.1080/00221546.2020.1854605
- You also need to show how these theories and concepts are aligned with your research questions and methodology (more information about how to do this can be found here: https://youtu.be/jUKv2NccshQ).

Methodology (research design)
• Presents a rationale for the methodological approach (using literature). • Describes and justifies the methods of data collection and analysis (using literature). • Reveals the boundaries of the research (i.e., the scope; this may appear in the Introduction instead). • Describes what you did (past tense) for selection of site, participants, data gathering and analysis. • It may include illustrations (e.g., a timeline depicting the research stages). • Describes steps taken to ensure *ethical research practice* (shows you are a serious researcher who takes into account how your research may affect participants). • You should discuss issues of validity, reliability and/or credibility here. • Remember that the methodology chapter is not just a description of various methods. Throughout your methodology chapter, you should clearly link every method specifically to *your* study. A good example of this can be found here: https://doi.org/10.1080/00221546.2020.1854605
Results (presentation of data analyses)
• Presents the data and findings, ordered and analysed in ways justified earlier. • Past tense is usually a feature here. • Data in tables should be carefully set out, checked and discussed. • There is no one right way to present your results. For example, some theses have five results chapters while others only have one. You should work with your supervisors to find the way that makes the most sense for your particular study.
Discussion (linking data analyses to the wider field)
• This section should be written to draw your findings together and link them to the wider field. You should draw out your main achievements and explain what your findings mean. Be careful of repetition. • Makes links between aims, findings and the literature. • May make recommendations, though these could also appear in the Conclusion chapter.

Conclusion • Leaves the reader with a strong sense that the work you set out to do has been completed and that it was worthwhile. • Summarises major findings. • Presents limitations. • Presents implications. • Suggests directions for future research. • Ends on a strong note. • Often the shortest chapter in the thesis.
References • Shows the reader which texts/materials you have cited in your thesis. • Should *not* include sources that you did not directly cite in in-text citations. • Formatted in the APA style. • Is in alphabetical order by the first author's surname.
Appendices • Provides a place for important information which, if placed in the main text, would *distract* the reader from the flow of the argument. • Includes ethics approval forms and raw data examples. • Appendices may be named, lettered or numbered (decide early and be consistent).
Glossary/Index (optional) • A list of key terms/topics. • Helps the reader where the content of the research may be unfamiliar.

Not all theses must contain all components described above. A notable exception from this format is a thesis with published works. Consult with your supervisors to identify which components you need. It is also important to note that, although these components appear in the order in which they are usually found in a thesis, the chapters may be presented in a different way. Moreover, you are very likely to write them in a completely different order. For example, the introduction is often written late so that it can be revised in conjunction with the conclusion and the abstract is usually written last. Finally, your chapter and section names do not have to be generic. You can choose more descriptive names. When in doubt, consult your supervisors!

Conceptualising your ideas

Before you read too much, it is a good idea to do as much thinking and planning around the topic as you can. The benefit of this approach is that right from the start you can begin to get a sense of how your text will be structured. It also means you can be more strategic in your reading, rather than collecting a large amount of material that may ultimately have limited relevance to your research. There are many ways you can put your ideas together and you should use whatever way works for you. Some examples of effective brainstorming techniques are shown in the table below.

Stream of consciousness	Writing whatever comes to mind down on a sheet of paper or the computer – almost like a dialogue with yourself. This works really well for people who learn by listening or talking.
Bullet points	Writing down your ideas in bullet points on paper or on the computer to organise your ideas. This is very useful for people who learn by reading and writing.
Mock presentations	Put bullet points on slides and reorganise as required. This is useful to help structure your overall argument.
Matrix clustering	Organising your ideas in a matrix/table. This is useful to structure arguments within a particular paragraph.
Mind maps	Visually representing and organising information. This works really well for people who are more visual learners.

More information about effective brainstorming can be found in this video: https://youtu.be/r-xe5HunJFI.

Searching for good quality information

After you have brainstormed your ideas, you can start searching for information. Academic databases search for exactly what you type in, so you should spend some time brainstorming keywords that you can use for your research. You can find excellent tips on identifying keywords to develop an effective search strategy here: https://www.monash.edu/rlo/tutorials/searching. Remember that searching for good

quality information will take you quite a bit of time, as you often have to search through many records until you find a sufficient number of sources to get a comprehensive understanding of a topic.

Evaluating the reliability of sources

It is important to choose good quality sources for your research. This is because your sources are your evidence for the claims you are making. Therefore, the better your evidence, the stronger your argument as shown in the example below and in this video: https://youtu.be/Wug_MN91Gog.

Imagine I want to say that "the sky is green". By looking outside the window, you will very quickly realise that this statement is not a very good argument, because clearly the sky is blue. How can I make my argument stronger?

- I could say: "The sky is green" with a reference to Wikipedia. This is not very convincing, since Wikipedia is publicly editable so the information is suspect.
- I could say: "The sky is green" with a reference to Einstein. This starts sounding more convincing, because Einstein was a well-known scientist.
- I could say: "The sky is green" with references to Einstein and seven other very famous scientists, each of whom has independently and conclusively proven the sky is green. This argument is much stronger and may make you wonder why you still think the sky is blue.

In each case, I have made the exact same claim. However, because of the quality of my evidence, my argument is much stronger at the end than it was at the start.

More information about evaluating whether a source is of good quality can be found here: https://youtu.be/TTIz_00-xww. You can also further develop your skills about evaluating the reliability of sources by completing this online tutorial: https://bit.ly/evaluating-sources-tutorial.

Searching Education databases

To do a comprehensive search of the academic literature on your topic, you will need to search an Education database. The most commonly used databases in Education are ERIC, A+, and Scopus. However, you should always use the database that is most relevant to the topic you are researching. For example, if you are looking for research related to the wellbeing of doctoral students, you may also need to search some of the Psychology databases (such as PsychINFO or Medline).

More information about the databases that are available for Monash University students can be found here: https://guides.lib.monash.edu/education/databases. There is also an excellent tutorial that provides tips for searching the Education databases here: https://guides.lib.monash.edu/education/tutorials. If you cannot find the information you need for your research, you can go and see a Librarian at one of the Library's drop-in sessions. Details about the days and times can be found here: https://www.monash.edu/library/skills/resources/programs/drop-in.

Effective reading and note taking

After you have found the sources for your research, you will need to read them effectively and take good quality notes. This can be very time-consuming, as the articles and chapters that you need to read are often written in complex language using many specialised terms. Remember to read with a purpose – know what it is you want to get out of the source you are reading. Also, make sure that you will be able to search your notes days or even weeks later and still find what you need. More information about reading effectively can be found here: https://youtu.be/DjcUFc5LwyY.

You can take notes from your sources in whichever way works for you, but make sure that you always distinguish between your ideas and the ideas of others. Also, always make sure to take note of the full reference details of your source in your notes so that you can find it again later if needed.

Reading and thinking critically

In academic research, it is important to read and think critically. This means that you should identify strengths and weakness of the sources you are reading. The best way to read critically is to imagine the text as a conversation between yourself and the author(s). Consider the following things about the source:

1. Identify the main claims of the text. What are the authors trying to convince you of by writing this source?
2. Identify how the authors have made these claims. In what order have they placed their ideas and why? A good way to do this is to look at the headings of each section and the topic sentences of each paragraph.
3. Identify the evidence the authors have used to make their claims. Is the evidence convincing?
4. Identify the theoretical ideas that underpin the claims made in the text.
5. Determine whether there are any assumptions that the authors have made.
6. Investigate the implications of the information from the article. How does it fit with other literature in the field? How does it relate to your experiences?

Critical thinking also means that you should think more deeply about what you are writing in your proposal, thesis, or publication. To demonstrate this, an example of how the critical thinking process has been implemented in a piece of written text is shown on the next page. More information about reading and thinking critically can be found in this video: https://youtu.be/beSPtQ2sNe0.

Writing academically

Make sure that you have a complete plan before you start writing. This is very important, as a clear and logical structure is one of the key features of a well-presented thesis. Planning and outlining the main ideas you will discuss in your text also helps you to formulate good quality topic sentences for your paragraphs. Plan what you will say in every section of the document, making sure that each section flows logically to the next section. You can use headings and subheadings in your document to aid the flow of your writing but be careful not to overuse these headings and subheadings.

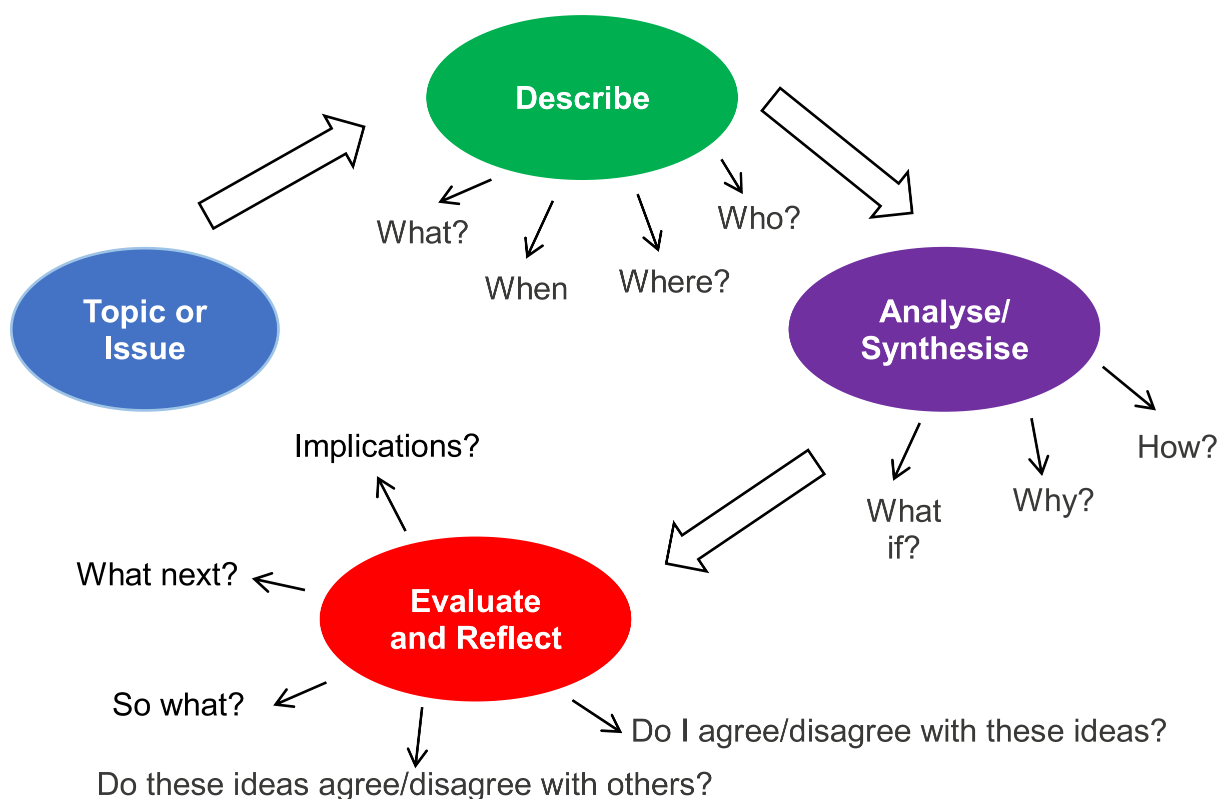


Figure 1. The critical thinking process.

Example of the critical thinking process in a piece of written text

> […] Extensive research has demonstrated that participation in a learning community is linked with improved educational outcomes, likely indirectly mediated through increased student engagement (Rocconi, 2011). […] While this type of collaborative learning is common in various other areas of education, encouraging this type of learning in traditionally isolated doctoral training programmes is still considered novel (Aitchison & Guerin, 2014). One area that has received considerable interest in recent years is the establishment of doctoral writing groups as a type of doctoral learning community. Doctoral writing groups are designed to help students develop their academic writing skills and to provide pastoral support throughout doctoral candidature (Haas, 2014). Usually these doctoral writing groups are focussed on a central topic of interest (particularly the development of academic writing skills), and involve the provision of constructive feedback from peers and the group facilitator (Aitchison, 2014; Haas, 2014). This practice can be considered as analogous to the peer review process (Aitchison, 2014).
>
> (Cahusac de Caux, Lam, Lau, Hoang, & Pretorius, 2017)

Developing an academic writing style

You should complete your proposal and thesis in an appropriate formal style. To make your writing more academic you should include the four basic features of style described below. Examples of each of these four features of academic style can be found in this video: https://youtu.be/MULsUj34hNw.

- Impersonal language, except in instances of reflective writing (e.g., when you discuss how your experiences influenced your research paradigm),
- Using nouns instead of verbs where possible (also called nominalisation),
- Formal and precise vocabulary, and
- Cautious language (also sometimes called hedging). The Library has a useful online tutorial with examples of cautious language that you can use in your writing. The tutorial is available here: https://www.monash.edu/rlo/research-writing-assignments/writing/features-of-academic-writing/tentative-language.

One other feature of academic English is that it does not contain phrasal verbs (verbs that are followed by a preposition). You should replace phrasal verbs with single word alternatives in order to make your work more academic. The table below provides some words you can use in your writing to replace common phrasal verbs.

Carry out	Undertake
Figure out	Understand
Go over	Review
Look back on/think back on	Remember, reflect
Look into	Investigate, examine, address
Look up	Research, explore
Make up/made up of	Comprises, involves, entails
Take part	Participate, engage
Talk about	Discuss
Think about	Consider

Writing quality sentences and paragraphs

It is important to make your writing as clear as possible to ensure that your reader can clearly understand your content. In order to do this, it is important to write good quality academic sentences and paragraphs.

Sentences should only have one main idea. Short sentences are easier to read than long ones, but you should vary your sentence lengths. Try to avoid sentences that are more than 25 words long (approximately 2.5-3 lines), as sentences that are too long can become confusing to read. Remember that sentences should include both a subject and a verb to be complete. More information about basic sentence structure in English can be found in this video: https://youtu.be/4uyagMRw2Sc.

Paragraphs should have at least three (but preferably more than three) sentences. Short paragraphs often do not have sufficient substance, while long paragraphs can lack structure. To write a quality academic paragraph, you can follow the TEEEL structure, as demonstrated below. More information about TEEEL paragraphing can be found here: https://youtu.be/V6BPBGqGezs.

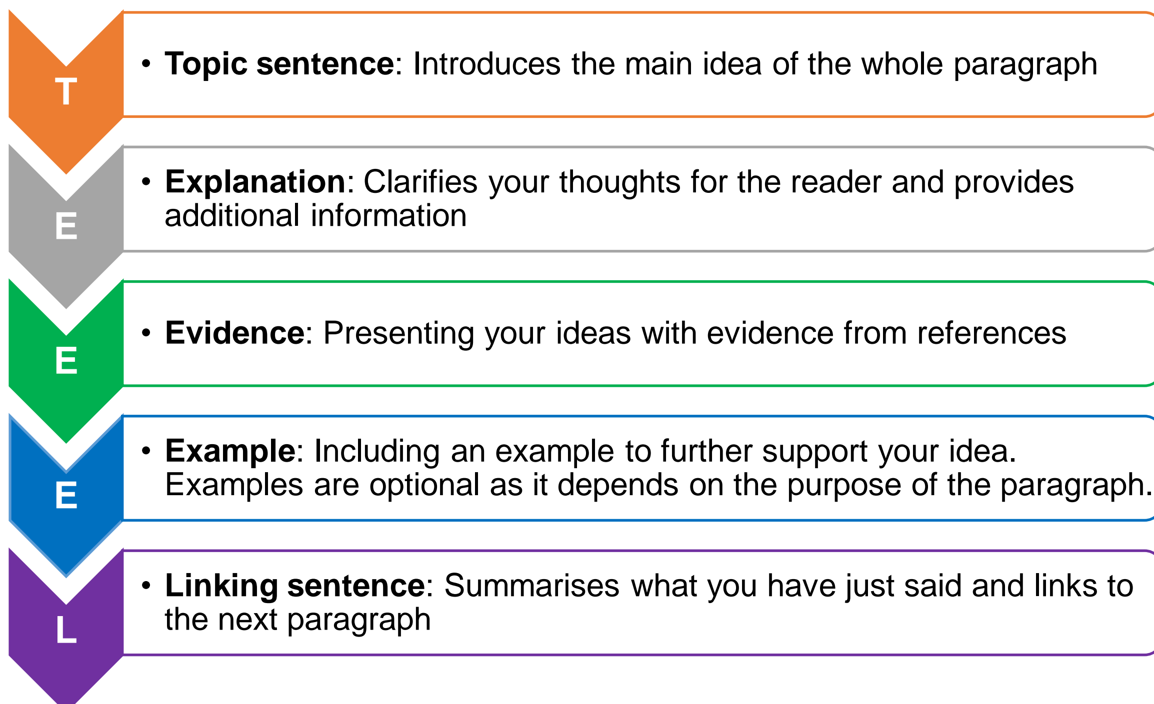


Figure 2. TEEEL structure of paragraphing.

Writing quality academic arguments

While the physical structure of your writing is important, the most important part of academic writing is your use of evidence to build an academic argument. A well-supported argument is the feature of all high-quality theses.

The features of strong academic arguments are:

- A clear and unambiguous statement of position,
- Use of appropriate academic evidence to support this position,
- Consideration of contrary arguments,
- A convincing demonstration of the validity of the stated position,
- A clear line of reasoning, and
- Appropriate referencing.

More information about how to write strong academic arguments can be found in this video: https://youtu.be/1FJK74tpr4w.

Guiding your reader through your writing

It is important to guide your reader through your proposal and thesis. The first step is to determine your audience. It is useful to imagine your audience as an educated person who is not an expert in your particular field of study. This is not to say that you can get away with presenting inaccurate statements, but rather that you need to explain ideas or concepts and arguments clearly to your reader. You cannot assume that your reader always knows everything, nor should you feel that it is insulting to explain specialised concepts. Your reader wants to see how well you understand the issues you have chosen to discuss.

It is also important to make sure that your writing contains clear signposts – words that guide your reader through your document. You can do this in different ways:

- Using headings and subheadings that indicate what you will focus on in each section of your proposal or thesis. Be careful not to overuse headings and

subheadings. As a guide, you should have at least two or three paragraphs in a section before you add a new subheading.

- Using cross-referencing statements such as “As previously discussed…” or “The next section will explain…”
- Using discourse markers to indicate the flow of ideas. Examples of words you can use in your writing can be found below.

To add ideas together	In addition, again, further, moreover
To compare ideas	Similarly, likewise
To contrast ideas	In contrast, although, however, on the contrary
To demonstrate cause and effect	Accordingly, consequently, hence, therefore, thus
To highlight examples or specific ideas	For example, for instance, in particular
To summarise ideas	In conclusion, to conclude, to summarise, to sum up

Using verb tense effectively in academic writing

Verb tense in academic writing may exercise a greater influence on your reader’s interpretation of your text than you think. Past tense can give more than a time perspective; it can distance the reader from the ideas being expressed. The present tense on the other hand is often used to make generalisations – you need to be sure you wanted readers to feel that something was a generalisable point. The descriptions on the next page show a simplified description of the uses and possible effects of tense on the meaning of a text.

The past tense is used to report or describe the content, findings or conclusions of past research. The specificity of the study is thus emphasised. Past tense can be used in your methodology chapter of your thesis, for example, to describe what *you have done* (rather than to describe reasons behind your methodological choices, which should use present tense).

The present tense is used for generalisation (in overviews, statements of main points), a statement which is generally applicable, or a statement made by you as writer. It is also used to report the position of a theorist/ researcher to which you feel some proximity, either in time or allegiance (e.g., Piaget (1972a) outlines…).

The present perfect tense is used to indicate that research into the specified area continues. It can also be used to generalise about past literature.

The future tense is often used in the methodology section of a proposal or the future directions section of a thesis. In your proposal, you are stating what you aim to do in the future. In the future directions section of a thesis, you usually state what should be done now that your research is complete.

Writing in a reflective style

Academic researchers know that their experiences influence their understanding of knowledge as well as their interpretations of their data. As such, parts of your thesis should contain elements of reflective writing as you purposely explore your ontology, epistemology, and research paradigm. When you discuss your own experiences, thoughts, or feelings, you should write in a personal writing style using appropriate personal pronouns (such as “I” and “me” or “my”). When you discuss literature, you should write in an academic writing style. This is the challenge of reflective writing: you have to interweave an academic writing style with a more personal writing style.

Recently, several PhD students in the Faculty of Education wrote reflections about their research journeys in the book Wellbeing in Doctoral Education. These reflections are excellent examples of appropriate academic reflective writing and are freely available to Monash University students through the Library.

Referencing

Good quality academic writing includes appropriate referencing. A quick guide about referencing can be found here: https://youtu.be/logOez348II. There are four main reasons why you should include references in your writing.

- Firstly, and most importantly, your references are the academic evidence you use to support the claims you make.
- Secondly, you show respect for other people's work by referencing them.
- Thirdly, accurate referencing helps your reader locate the sources you used.
- Finally, appropriate referencing helps you to demonstrate academic integrity in your work, because you are always distinguishing between your ideas and the ideas of others. More information about demonstrating academic integrity in your work can be found here: https://bit.ly/2kJ1y2Z

The majority of the Faculty of Education currently uses the 6th edition of the APA referencing style (published in 2010). However, the new 7th edition of the APA style was released at the end of 2019. As a result, some staff in the Faculty have already switched to the new version. This booklet will, therefore, provide examples in the new APA 7th style as well as in the older APA 6th style.

For those students who have used the APA 6th style in the past and have to move to the new APA 7th style, the following list provides a description of the most important changes that have occurred. This information can also be found here: https://youtu.be/s-KJ0eow9rw

1. In-text citations have been simplified. For all sources that have three or more authors, you can now only include the first author's surname followed by et al.
2. You no longer need to include the location of the publisher in book references.
3. The number of authors included in an entry in the reference list has changed. For a work with up to 20 authors, include all the names in the reference. When the work has 21 or more authors, include only the first 19 names, an ellipsis, and the final name.
4. DOIs are now listed as hyperlinks and the label "doi:" is no longer needed.
5. URLs are now listed as hyperlinks and "Retrieved from" is no longer needed.

More information about all the referencing rules described in the rest of this section of the booklet can be found in the APA publication manuals for both editions and in these videos: https://bit.ly/36CdJEc.

Using references in your text

You should reference sources in your main text by indicating the author and year of publication before the full stop in the sentence. There are two types of in-text referencing:

- Author prominent citations include the authors' names in the sentence, such as "Lau and Pretorius (2019) state that…".
- Information prominent citations put the authors' names at the end of the sentence in brackets, such as "It is stated that… (Lau & Pretorius, 2019)".

Information prominent citations are used to focus on the content, while author prominent citations are used to also place emphasis on the fact that a specific author made that claim. You should use both types of in-text citations in your writing.

The words you use to describe the references in your text are very important as they indicate what you think about the information contained in that reference. The following example shows different sentences containing either author prominent or information prominent citations. Take particular note of the underlined words. These reporting verbs change the meaning of a sentence. A list of useful reporting verbs that you can use to discuss others' ideas or words can be found on the next page.

Author prominent	Pretorius (2019) demonstrated that reflection is important when studying a PhD.	According to Pretorius (2019), reflection may be important when studying a PhD.	Pretorius' theory (2019) contending that reflection is important when studying a PhD could be disputed because…
Information prominent	Previous research has established that reflection is important when studying a PhD (Pretorius, 2019).	It could be argued that reflection is important when studying a PhD (Pretorius, 2019).	Reflection may be important when studying a PhD (Pretorius, 2019), but discipline content has more value because…

Reporting verbs indicating a positive stance or position (sometimes also accompanied by adverbs such as clearly, convincingly, or persuasively)	Accentuate, affirm, agree, concur, convince, demonstrate, emphasise, establish, highlight, satisfy, show, stress, support, underscore
Reporting verbs indicating a neutral stance or position	Add, advance, advocate, argue, articulate, assert, assess, believe, claim, comment, consider, contend, declare, debate, describe, determine, discuss, evaluate, examine, explore, expound, express, hold, hypothesise, investigate, maintain, note, profess, point out, propose, propound, reason, recommend, remark, report, state, suggest, support, think
Reporting verbs indicating a negative stance or position	Allege, challenge, contradict, differ, disagree, discard, dismiss, dispute, dissent, doubt, object, question, refute, repudiate, remonstrate, scrutinise, speculate
Reporting verbs to discuss an argument	Based on, embedded in, founded on, grounded in, underpinned by

You can use reporting verbs in either present or past tense. It is important, however, to make sure you are consistent with your tenses in your sentences to avoid confusion. You should also be aware that changes in tense in a text can convey additional meaning to the reader. For example, if you start a paragraph using past tense verbs and then switch to present tense verbs later in that paragraph, it could convey to your reader that you agree more with the second part of your paragraph than the first part. As such, be careful with your tense choices.

Formatting in-text citations

To reference a source with one or two authors, you can use the following examples of author and information prominent citations as templates for both the newer APA 7th style and the older APA 6th style.

One author: Vygotsky (1978) or (Vygotsky, 1978)

Two authors: Pretorius and Ford (2016) or (Pretorius & Ford, 2016)

APA 6th and 7th editions have different rules when there are three or more authors for a source. The following examples of author and information prominent citations show the differences between the two editions.

APA 7th three or more authors: Pretorius et al. (2019) or (Pretorius et al., 2019)

APA 6th three to five authors:

First citation: Cahusac de Caux, Lam, Lau, Hoang, and Pretorius (2017)
or (Cahusac de Caux, Lam, Lau, Hoang, & Pretorius, 2017)

Subsequent citations: Cahusac de Caux et al. (2017)
or (Cahusac de Caux et al., 2017)

APA 6th six or more authors: Ford et al. (2015) or (Ford et al., 2015)

When you are citing multiple sources from the same author that were published in the same year, it is important to distinguish these sources from each other. In both the newer APA 7th style and the older APA 6th style, you do this by adding an alphabetical letter after the year, as shown below.

Piaget (1972a, 1972b) or (Piaget, 1972a, 1972b)

Sometimes, you may want to reference more than one source that was published by two different authors that both have the same surname. In both the newer APA 7th

style and the older APA 6th style, you can distinguish these two references in the text by including the authors' initials, as demonstrated below.

> R. Smith (2005) and E. Smith (2005) or (E. Smith, 2005; R. Smith, 2005)

When you are quoting the direct words from a source, you should use double quotation marks and also include the page number from that source as part of your in-text citation. You can use the following examples as templates for both the newer APA 7th style and the older APA 6th style.

> Cahusac de Caux et al. (2017) define reflective practice as "the ability to purposely explore personal experiences, beliefs or knowledge [to] increase understanding, promote personal growth and improve professional practice" (p. 464).
>
> Metacognition can be defined as "the students' ability to engage and monitor the cognitive processes involved in their learning" (Pretorius, van Mourik, & Barratt, 2017, p. 390).

When you are quoting from a website, you should reference the paragraph number, as websites do not normally have page numbers.

> The Department of Education and Training (2019) note that "all Victorian government schools get assistance to help students with disabilities or developmental delays" (para. 14).

Formatting reference lists

Once you have included a reference in the text, you must also include references in an end-of-text reference list. The reference list is placed at the end of the document (before any appendices) with the heading "References". You should only include references in the reference list if you have specifically cited them in your text. The list is organised alphabetically by the first author's surname. Remember to keep the

authors' names in the order they were on the source – you should just organise the list itself alphabetically. Each reference list entry should have a hanging indentation.

An example of a correctly formatted APA 7th reference list is shown below.

References

Cahusac de Caux, B. K. C. D., Lam, C. K. C., Lau, R., Hoang, C. H., & Pretorius, L. (2017). Reflection for learning in doctoral training: Writing groups, academic writing proficiency and reflective practice. *Reflective Practice, 18*(4), 463-473. https://doi.org/10.1080/14623943.2017.1307725

Lau, R. W. K., & Pretorius, L. (2019). Intrapersonal wellbeing and the academic mental health crisis. In L. Pretorius, L. Macaulay, & B. Cahusac de Caux. (Eds.), *Wellbeing in doctoral education: Insights and guidance from the student experience* (pp. 37-45). Springer. https://doi.org/10.1007/978-981-13-9302-0_5

Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes*. Harvard University Press.

An example of a correctly formatted APA 6th reference list is shown below.

References

Cahusac de Caux, B. K. C. D., Lam, C. K. C., Lau, R., Hoang, C. H., & Pretorius, L. (2017). Reflection for learning in doctoral training: Writing groups, academic writing proficiency and reflective practice. *Reflective Practice, 18*(4), 463-473. doi:10.1080/14623943.2017.1307725

Lau, R. W. K., & Pretorius, L. (2019). Intrapersonal wellbeing and the academic mental health crisis. In L. Pretorius, L. Macaulay, & B. Cahusac de Caux. (Eds.), *Wellbeing in doctoral education: Insights and guidance from the student experience* (pp. 37-45). Singapore: Springer. doi:10.1007/978-981-13-9302-0_5

Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

The key differences between these two reference lists are the changes in the way the digital object identifier (called a "DOI") and URL are shown, as well as the removal of the place of publication for the book reference in APA 7th style.

Formatting journal article references

To correctly reference a journal article, you need to include the following components:

- Authors' surnames and initials
- Year of publication
- Title of the article
- *Name of the journal in italic font*
- *Volume number in italic font*
- Issue number
- Page number
- DOI or URL (hyperlinked in APA 7th, not hyperlinked in APA 6th)

Two examples of journal article references in APA 7th style are shown below.

Cahusac de Caux, B. K. C. D., Lam, C. K. C., Lau, R., Hoang, C. H., & Pretorius, L. (2017). Reflection for learning in doctoral training: Writing groups, academic writing proficiency and reflective practice. *Reflective Practice, 18*(4), 463-473. https://doi.org/10.1080/14623943.2017.1307725

Lam, C. K. C., Hoang, C. H., Lau, R. W. K., Cahusac de Caux, B., Chen, Y., Tan, Q. Q., & Pretorius, L. (2019). Experiential learning in doctoral training programmes: Fostering personal epistemology through collaboration. *Studies in Continuing Education, 41*(1), 111-128. https://doi.org/10.1080/0158037X.2018.1482863

Two examples of journal article references in APA 6th style are shown below.

Cahusac de Caux, B. K. C. D., Lam, C. K. C., Lau, R., Hoang, C. H., & Pretorius, L. (2017). Reflection for learning in doctoral training: Writing groups, academic writing proficiency and reflective practice. *Reflective Practice, 18*(4), 463-473. doi:10.1080/14623943.2017.1307725

Lam, C. K. C., Hoang, C. H., Lau, R. W. K., Cahusac de Caux, B., Chen, Y., Tan, Q. Q., & Pretorius, L. (2019). Experiential learning in doctoral training programmes: Fostering personal epistemology through collaboration. *Studies in Continuing Education, 41*(1), 111-128. doi:10.1080/0158037X.2018.1482863

Formatting book and book chapter references

To correctly reference a book, you need to include the following components:

- Authors' surnames and initials
- Year of publication
- *Title of book in italic font*
- Publication company name
- DOI (if available, hyperlinked in APA 7th, not hyperlinked in APA 6th)
- For APA 6th style, you also need the place of publication

Two examples of correctly formatted book references in APA 7th style are shown below.

> Pretorius, L., Macaulay, L., & Cahusac de Caux, B. (2019). *Wellbeing in doctoral education: Insights and guidance from the student experience.* Springer. https://doi.org/10.1007/978-981-13-9302-0
>
> Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes*. Harvard University Press.

Two examples of correctly formatted book references in APA 6th style are shown below.

> Pretorius, L., Macaulay, L., & Cahusac de Caux, B. (2019). *Wellbeing in doctoral education: Insights and guidance from the student experience.* Singapore: Springer. doi:10.1007/978-981-13-9302-0
>
> Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

To reference a chapter in an edited book, you also need to include the following additional details:

- Title of chapter
- Book editors (initials then surname)
- Page numbers of the chapter

Two examples of correctly formatted book chapter references in APA 7th style are shown below.

Hoang, C. H., & Pretorius, L. (2019). Identity and agency as academics: Navigating academia as a doctoral student. In L. Pretorius, L. Macaulay, & B. Cahusac de Caux. (Eds.), *Wellbeing in doctoral education: Insights and guidance from the student experience* (pp. 143-151). Springer. https://doi.org/10.1007/978-981-13-9302-0_12

Pretorius, L. (2019). Prelude: The topic chooses the researcher. In L. Pretorius, L. Macaulay, & B. Cahusac de Caux (Eds.), *Wellbeing in doctoral education: Insights and guidance from the student experience* (pp. 3-8). Springer. https://doi.org/10.1007/978-981-13-9302-0_1

Two examples of correctly formatted book chapter references in APA 6th style are shown below.

Hoang, C. H., & Pretorius, L. (2019). Identity and agency as academics: Navigating academia as a doctoral student. In L. Pretorius, L. Macaulay, & B. Cahusac de Caux. (Eds.), *Wellbeing in doctoral education: Insights and guidance from the student experience* (pp. 143-151). Singapore: Springer. doi:10.1007/978-981-13-9302-0_12

Pretorius, L. (2019). Prelude: The topic chooses the researcher. In L. Pretorius, L. Macaulay, & B. Cahusac de Caux (Eds.), *Wellbeing in doctoral education: Insights and guidance from the student experience* (pp. 3-8). Singapore: Springer. doi:10.1007/978-981-13-9302-0_1

Formatting website references

You can use information you found on a website, as long as the source is of good quality (such as government websites). Always make sure that the website is the best source for the information you are trying to convey. To correctly reference information found on a website, you need to include the following components:

- Author surname and initials (often an institution or government body)
- Year of publication (usually it is the year next to the copyright symbol ©)
- *Title of website in italic font*
- URL (hyperlinked in APA 7th, not hyperlinked in APA 6th)

Two examples of correctly formatted website references in APA 7th style are shown below.

Department of Education and Training. (2019, October). *Starting school for children with additional needs.* State Government of Victoria. https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-starting-primary.aspx

National Institute of Mental Health. (2018, July). *Anxiety disorders.* U.S. Department of Health and Human Services, National Institutes of Health. https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml

Two examples of correctly formatted website references in APA 6th style are shown below.

Department of Education and Training. (2019, October). *Starting school for children with additional needs.* Retrieved from https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-starting-primary.aspx

National Institute of Mental Health. (2018, July). *Anxiety disorders.* Retrieved from https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml

Formatting curriculum document references

Curriculum documents are usually published online as a page on a website. As such, you reference them in the same way as other websites. You will need the following information:

- Author surname and initials (often an institution or government body)
- Year of publication (usually it is the year next to the copyright symbol ©)
- *Title of website in italic font*
- URL (hyperlinked in APA 7th, not hyperlinked in APA 6th)

Two examples of correctly formatted curriculum document references in APA 7th style are shown below.

Department of Education and Training. (2009). *Belonging, being and becoming: The Early Years Learning Framework for Australia.* https://www.education.gov.au/early-years-learning-framework-0

Victorian Curriculum and Assessment Authority. (2016). *Victorian Curriculum Foundation-10: Mathematics Level 2.* http://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10#level=2

Two examples of correctly formatted curriculum document references in APA 6th style are shown below.

Department of Education and Training. (2009). *Belonging, being and becoming: The Early Years Learning Framework for Australia.* Retrieved from https://www.education.gov.au/early-years-learning-framework-0

Victorian Curriculum and Assessment Authority. (2016). *Victorian Curriculum Foundation-10: Mathematics Level 2.* Retrieved from http://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10#level=2

Formatting references that are not in English

If you can understand a publication that has been written in another language, you can use that reference in your text. You reference these types of sources in the same way you would reference other journal articles, books, book chapters, websites, or curriculum documents. The difference is that you also need the following additional information in the reference:

- A translation of the title in English between square brackets.

Note: If you are citing a work written in a non-Latin script (such as Chinese, Greek, Japanese, or Russian), the reference must also be transliterated into the English alphabet. This also includes the author of the reference.

Two examples of correctly formatted translated works in APA 7th style are shown below.

Einstein, A. (1905). Zur elektrodynamik bewegter körper [The electrodynamics of moving bodies]. *Annalen der Physik, 322*(10), 891-921. https://doi.org/10.1002/andp.19053221004

Yasuda, T. (2016). *Kanji haishi no shiso shi* [The intellectual history of Kanji abolition]. Heibonsha.

Two examples of correctly formatted translated works in APA 6th style are shown below.

Einstein, A. (1905). Zur elektrodynamik bewegter körper [The electrodynamics of moving bodies]. *Annalen der Physik, 322*(10), 891-921. doi: 10.1002/andp.19053221004

Yasuda, T. (2016). *Kanji haishi no shiso shi* [The intellectual history of Kanji abolition]. Tokyo, Japan: Heibonsha.

The in-text references for these types of sources are referenced in the same way as all other sources, indicating the author and the year. Examples of how to correctly format in-text citations can be found on pages 28-29.

Formatting references to secondary sources

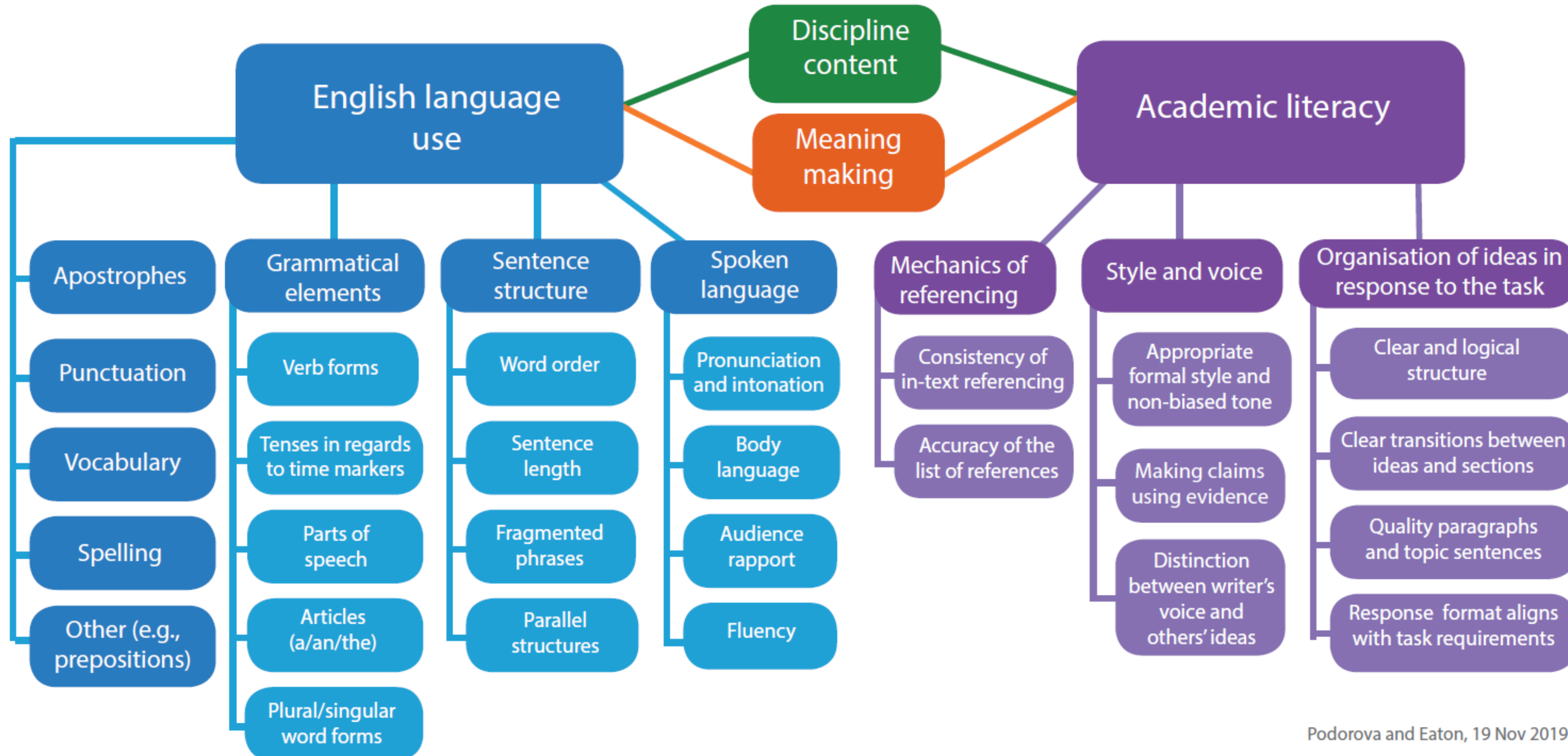
Sometimes it is necessary to reference a secondary source (a source that discusses information originally published in another source). You should only use secondary sources very sparingly. For instance, it is acceptable to use a secondary citation when the original work is in a language you do not understand or when it is no longer available for you to read. However, it is not acceptable to use secondary sources simply because you have not read the primary source. It is always preferable to consult the original work.

When you reference a secondary source, you should name the original work in the text before the secondary source. However, only the reference you actually read should be included in the reference list. An example of a correctly formatted secondary in-text citation in both APA 7th and APA 6th style can be found below.

> The Transition to University program was designed to teach transferable skills (Ford et al., 2015, as cited in Pretorius & Ford, 2016).
>
> → In this example, the person who wrote this sentence only read the Pretorius and Ford (2016) reference. As such, only the Pretorius and Ford (2016) reference would be included in the reference list.

Identifying errors in your writing

It is important to carefully edit and proofread your work throughout your research training. This will help you to improve the quality of your writing. Additionally, editing and proofreading throughout your studies will reduce the amount of time you need to spend fixing your thesis at the end of your degree. You can use the Academic Communication Guide on the next page to guide you when you are editing and proofreading your work. A list of commonly confused words and expressions to look out for in your writing can be found on page 39.



Editing focuses on the overall structure and organisation of your text. You should check your work in terms of the organisation of your ideas (clarity, coherence, and quality of arguments), as well as your academic style and voice. Proofreading is focused on finer details. You should check your work for errors in grammar, spelling, punctuation, capitalisation, and the mechanics of referencing. The electronic version of this guide can be found here: https://alf-tool.monash.edu/

<table>
<tr><td>Errors in plurals and singulars</td><td>

Datum (singular) and data (plural)
Phenomenon (singular) and phenomena (plural)
Focus (singular) and foci (plural)
Criterion (singular) and criteria (plural)
Curriculum (singular) and curricula (plural)
Research (an uncountable noun – no plural)
Information (an uncountable noun – no plural)
</td></tr>
<tr><td>Confused spelling</td><td>

Affect and effect

When these words mean influence, affect is used as a verb and effect is used as a noun.
When the words mean something different from influence they are used differently grammatically. To effect (verb) something is to successfully complete it, while a person’s affect (noun) refers to their feelings.

Practice and practise

In Australian spelling, the verb uses the “s” and the noun the “c”.

Its and it’s

Its is used when you are talking about something belonging to the thing you have already mentioned. It’s is a contraction or a shortened form of “It is”. Remember that contractions should be avoided in academic writing.

</td></tr>
<tr><td>Confused usage</td><td>

That and which

Both these words introduce information that is related to a word or phrase that appeared earlier. That is used when you wish to specify more closely the defining characteristics of the word or phrase (the word or phrase that appeared earlier). Which is used to provide extra information rather than to specify or define.

</td></tr>
<tr><td>Parallel structures</td><td>

Parallel structure (or parallelism) means using the same pattern of words or phrases to express two or more similar ideas in a sentence.

A common parallel structure error in academic writing occurs when listing many items in a sentence (for example “She likes physics, art and doing mathematics”). Make sure that the verbs or nouns match in terms of grammatical form (i.e. “She likes physics, art and mathematics”).

</td></tr>
</table>

References used in this booklet

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American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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Department of Education and Training. (2009). *Belonging, being and becoming: The Early Years Learning Framework for Australia*. Retrieved from www.education.gov.au/early-years-learning-framework-0.

Department of Education and Training. (2019, October). *Starting school for children with additional needs.* Retrieved from https://www.education.vic.gov.au/parents /additional-needs/Pages/disability-starting-primary.aspx

Einstein, A. (1905). Zur elektrodynamik bewegter körper [The electrodynamics of moving bodies]. *Annalen der Physik, 322*(10), 891-921. doi: 10.1002/andp.19053221004

Ford, A., & Pretorius, L. (2017). Balancing the needs of the many against the needs of the few: Aliens, holograms and discussions of medical ethics. In E. Kendal & B. Diug (Eds.), *Teaching medicine and medical ethics using popular culture* (pp. 133-147). Cham, Switzerland: Palgrave Macmillan.

Ford, A., Todd, P., Gleeson, D., Rossiter, I., Strous, M., Borutta, S., . . . Pretorius, L. (2015). *Building perceived self-efficacy in new tertiary healthcare students by teaching transferable skills: The Transition 2 University (T2U) Program.* Paper presented at the Students, Transitions, Achievement, Retention, and Success Conference, Melbourne, Australia.

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Note: This reference list is formatted according to the APA 6th style.

Extra resources to help you improve your academic language and literacy

Videos: https://bit.ly/2ssEPhx

Moodle: https://lms.monash.edu/course/view.php?id=35612

Academic Language, Literacy and Numeracy Development, Faculty of Education: https://www.monash.edu/education/students/academic-skills

Monash University Library Research and Learning Skills: https://www.monash.edu/library/skills

English Connect: https://www.monash.edu/english-connect

Books to help you improve your English:

Azar, B. S., & Hagen, S. A. (2009). *Understanding and using English grammar* (4th ed.). New York, NY: Pearson Longman.

Foley, M., & Hall, D. (2012). *MyGrammarLab (Advanced*). Harlow, United Kingdom: Pearson Longman.

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