



Reflective report



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2 Introduction

2.1 Introduction to the report

This report will be exploring.....

2.2 Introduction to my setting

3 Academic skills

4 Paraphrasing skills

5 Referencing skills

6 Conclusion

At the beginning I would like to mention that academic skill help me to develop my skills and experiences that I gain by studying at the university opportunities to move forward in my life.

I have chosen three topics that I will try to expand on them.

Academic skills

In the context of a university offering English medium instruction (EMI), this paper investigates the relationships among academic language skills, motivation, course performance, and English language proficiency. It examines exam and questionnaire data from 146 students enrolled in a Japanese university's EMI business program, as well as data from seven additional student interviews. Results from proficiency tests and subject exams showed that academic English proficiency and language knowledge were statistically significant predictors of success in EMI, indicating that students with lower proficiency levels need more specialized language support to improve their chances of success. Contrary to research conducted in circumstances related to language learning, a measure of motivation did not correspond with higher grades. The multifaceted nature of "success in EMI" was shown by interview data, which implies that students regard success as a combination of long-term job advancement, final grades, lecture comprehension, and advances in English language skills.

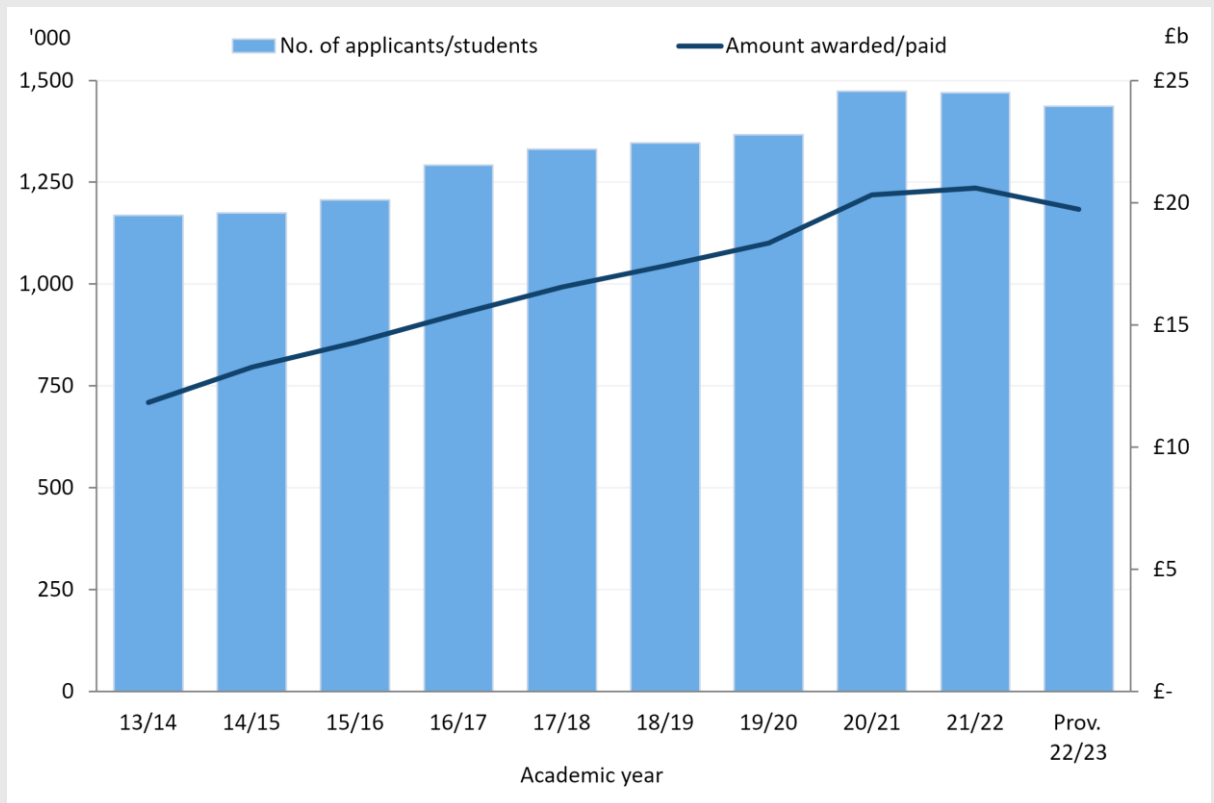


Figure 1: Number of students domiciled in England and EU (outside UK) receiving higher education support and amount awarded/paid

Paraphrasing

Rewriting is a fundamental technique linked to the practice of active listening. Although it is highly recommended, studies on its effectiveness have yielded mixed outcomes. The concept of rewriting, particularly in the context of conversation analysis, is known as formulations. This article delves into a conversation analysis of the emotional response that rewriting elicits from their subjects. The study incorporates primary data from a podcast series titled "Conversations with People Who Hate Me," along with examples from mediation and a medical interview. Affiliative rewriting includes elements such as positive evaluations, expressions of empathy, and moments of shared amusement. On the other hand, neutral rewriting avoids any indication of positive or negative sentiment towards the subject. Disaffiliative rewriting rephrases the previous statement in a manner that suggests doubt or exposes the previous discussion to critique. Ambiguous rewriting can contain elements of both affiliative and disaffiliative rewriting, suggesting how the listener interprets their stance. Affiliative and neutral rewriting are the closest approaches to embodying the essence of active listening. A deeper understanding of how stance influences rewriting could enhance both research and the application of active listening techniques.

References

This study investigates the reference management practices of students, researchers, and academic staff at the University of Huddersfield. The aim of the research was to explore the role of reference management software within scholarly workflows, alongside other ways of managing information including both digital and non-digital practices.

An online survey consisting of both closed and open questions was completed by 263 respondents, comprising undergraduate students, taught postgraduates, postgraduate researchers, and academic staff at the university. Quantitative data was used to generate a descriptive overview of the research sample and to contextualise the interpretation of qualitative data. Qualitative data from the open questions was analysed using reflexive thematic analysis to generate the themes presented in this paper.

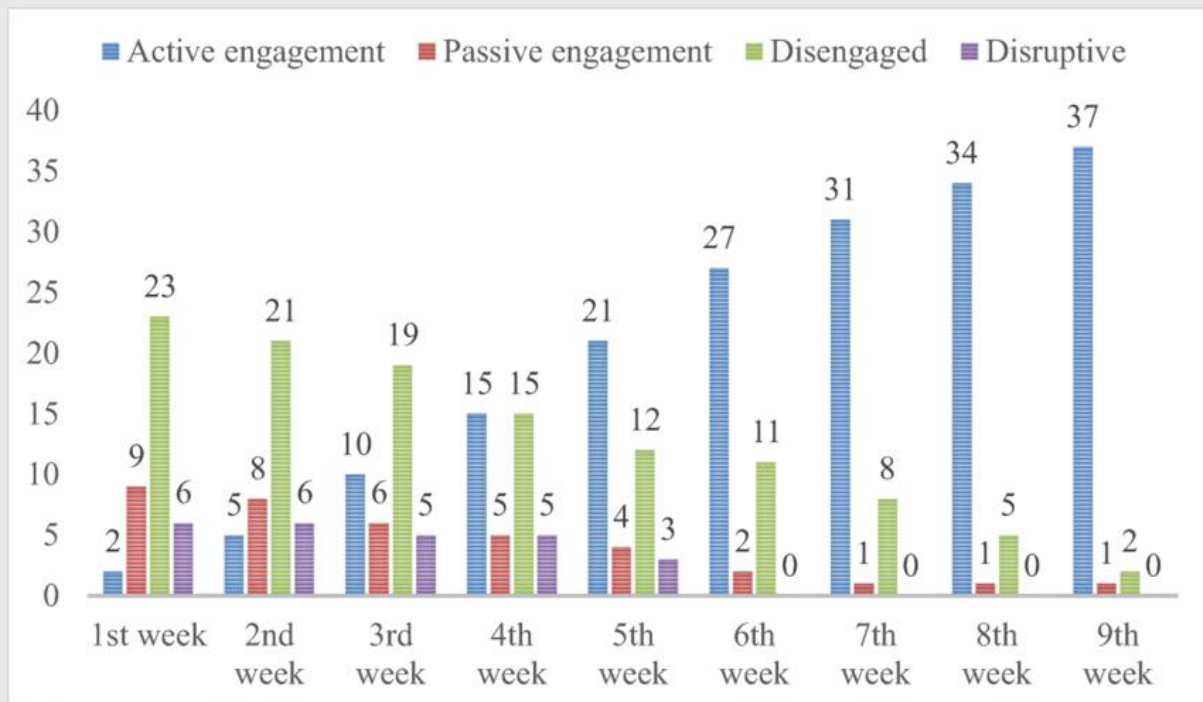
Quantitative data revealed a wide range of both digital and non-digital methods for reference management. While most respondents had tried using at least one type of reference management software, use of software was higher among postgraduate researchers and academic staff than undergraduates and taught postgraduates.

Three themes were generated from the qualitative data: practices are unique and contextual; practices develop over time; and reference management software forms part of wider practice. Exploration of these themes led to recommendations for librarians to incorporate this understanding of reference management practices into information literacy teaching.

The University of Huddersfield, a post-1992 university in the north of England, provides institutional subscription access to EndNote and RefWorks. These two reference management software solutions were the only products officially supported by the library at the time of conducting the research.

A range of factors prompted us to investigate the experiences and preferences of our users, looking more widely than evaluating use of institutional software. A move away from networked storage to cloud-based file storage was causing interoperability issues with using EndNote, leading to concerns about the future viability of the product for our institution. We had observed use of other reference management software across the university, with evidence of Mendeley and Zotero use, but little insight into their popularity. We were also aware of the popularity of free tools for generating citations and collecting references from our experiences of student enquiries. New tools are launching, and social media is playing a

greater role in the promotion of alternatives to the traditional options. These factors contributed to a pressing need to understand more about reference management practices of students and academics at the university.



6.1 [Figure 2:Time to Engage: Implementing Math and Literacy Blended Learning Routines in an Indian Elementary Classroom](#)

References

Rose, H., Curle, S., Aizawa, I. and Thompson, G., 2020. What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*, 45(11), pp.2149-2161.

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Conclusion

In the end, I want to write how I feel at the university and how it affects our psychological side. We value this study and we value that we can develop forward, but in truth it seems to us that the university is not making more efforts to develop us. For everyone or for more than 80% of students it is the first study in England and if we are to develop forward, we should work more on it. The study costs £9,500, so we don't think it's adequate to rush and have a different topic every week and basically not understand what we've read. as I already mentioned, it is good for us, for whom it is the first study and the university should do more. We don't think that students will want to continue their studies if it continues in this direction and they will look for a new university for the next year...