Unit 6
Reporting and discussing results, New vs Given structures, Q&A section, Word stress, chunking & thought groups

Overview

This unit will help you guide your reader to interpret the findings of your study with three essential components and various language features such as the use of tense and hedging devices. Since application testing constitutes a major part in the 'findings' of a developmental project, such as a website, elements involved in writing test cases will be highlighted. Regarding oral presentation, you will learn some strategies to handle the Q&A section of your presentation, arguably the most important part of your presentation. You will also learn how to improve your oral delivery by focusing on word stress, chunking, and thought groups. This will help you to speak at an appropriate pace and verbally highlight the key messages in your presentation.

Learning Outcomes

By the end of this unit, you will be able to

- identify the main components and language features in reporting and discuss the findings/results
- improve cohesion in writing through New vs Given structures
- anticipate and handle various situations in a Q&A session
- improve your oral delivery by focusing on word stress, chunking, and thought groups

6.1 Reporting and discussing results

Reporting and discussing results contain a number of basic components and specific language features. Knowledge of these will enable the reader to understand and interpret the results of your study.

6.1.1   Basic components of reporting and discussing results

Similar to using technical illustrations in Unit 4 and justifying engineering choices in Unit 5, there are three basic components involved.

<div style="border:1px solid black; padding:1em;">

Three basic components in Reporting and Discussing Results

1. introducing the results
2. describing the results
3. offering comments on the results

</div>

While it appears obvious for the first component to be shown as a graph, chart, or a picture of the deliverable, attention should be paid to the second and third components in writing. An example from advanced writing will provide you with a better understanding of the attention required for all of the components before validity can be established.

TASK 6.1   Identify the three basic components in a results and discussion section
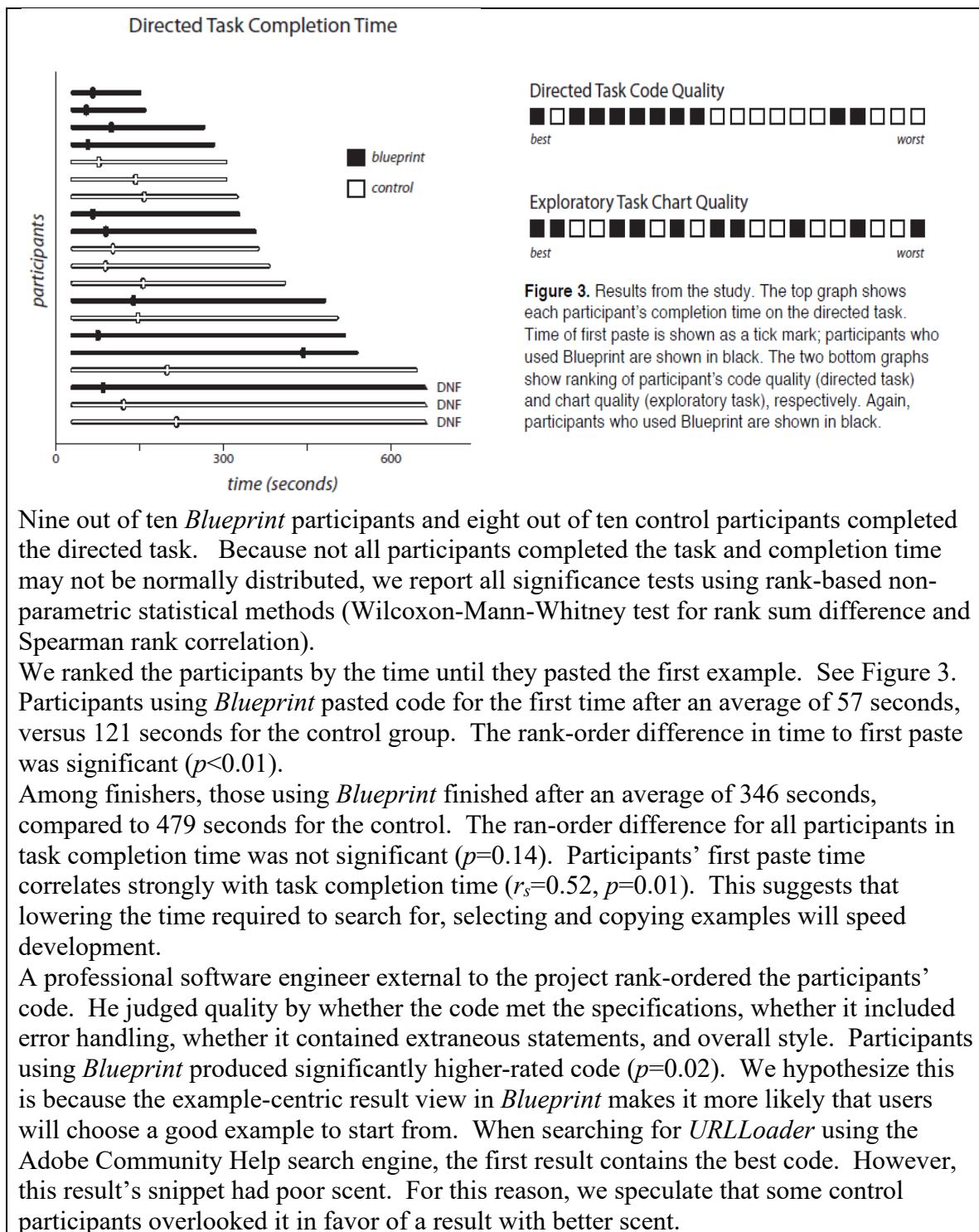
The extract on the following page is the 'Results' section of a technical report titled "Example-Centre Programming: Integrating Web Search into the Development Environment".

The study evaluated the effectiveness of a tool *Blueprint* in helping programmers to complete a "Directed Task" in using the *URLLoader* class to retrieve text from a URL and place it in a text box.   The time of task completion and quality of the programming code are the major measurements.

Step 1

Read the extract fairly quickly and answer the following questions.

1. Are there any features that you think can be moved to the "Methods" section instead?

2. Is the writer confident or cautious when commenting on the results? Why?
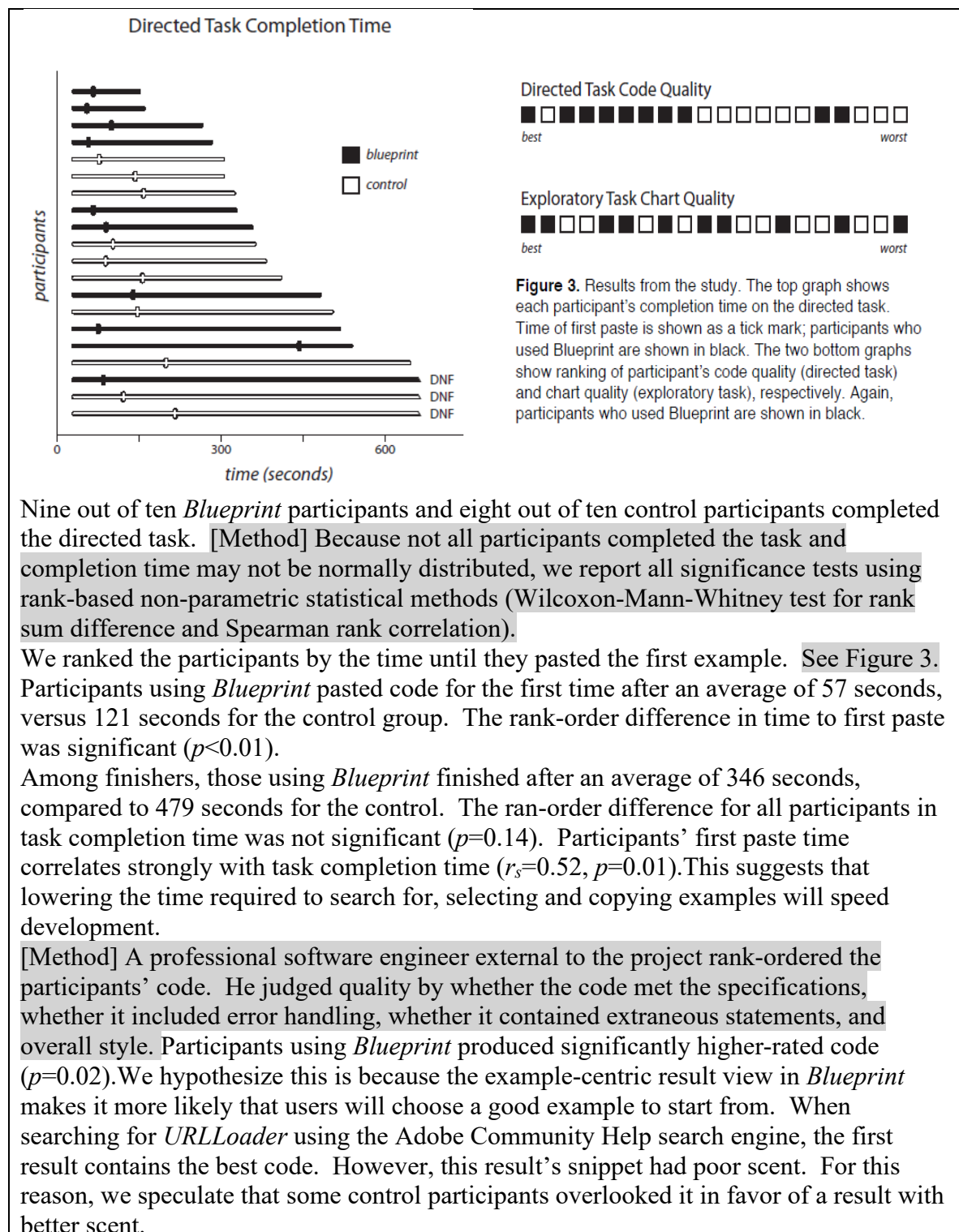
Text 1 [1]

Figure 3. Results from the study. The top graph shows each participant's completion time on the directed task. Time of first paste is shown as a tick mark; participants who used Blueprint are shown in black. The two bottom graphs show ranking of participant's code quality (directed task) and chart quality (exploratory task), respectively. Again, participants who used Blueprint are shown in black.

Nine out of ten *Blueprint* participants and eight out of ten control participants completed the directed task. Because not all participants completed the task and completion time may not be normally distributed, we report all significance tests using rank-based non-parametric statistical methods (Wilcoxon-Mann-Whitney test for rank sum difference and Spearman rank correlation).

We ranked the participants by the time until they pasted the first example. See Figure 3. Participants using *Blueprint* pasted code for the first time after an average of 57 seconds, versus 121 seconds for the control group. The rank-order difference in time to first paste was significant ($p<0.01$).

Among finishers, those using *Blueprint* finished after an average of 346 seconds, compared to 479 seconds for the control. The ran-order difference for all participants in task completion time was not significant ($p=0.14$). Participants' first paste time correlates strongly with task completion time ($r_s=0.52$, $p=0.01$). This suggests that lowering the time required to search for, selecting and copying examples will speed development.

A professional software engineer external to the project rank-ordered the participants' code. He judged quality by whether the code met the specifications, whether it included error handling, whether it contained extraneous statements, and overall style. Participants using *Blueprint* produced significantly higher-rated code ($p=0.02$). We hypothesize this is because the example-centric result view in *Blueprint* makes it more likely that users will choose a good example to start from. When searching for *URLLoader* using the Adobe Community Help search engine, the first result contains the best code. However, this result's snippet had poor scent. For this reason, we speculate that some control participants overlooked it in favor of a result with better scent.

Step 2

Identify the three main components of reporting and discussing results. If you think the writer reports and discusses the results at the same time, you can combine the two like this: [1 + 2].

1. introducing the results
2. describing the results
3. offering comments on the results

Text 1 [1]

Figure 3. Results from the study. The top graph shows each participant's completion time on the directed task. Time of first paste is shown as a tick mark; participants who used Blueprint are shown in black. The two bottom graphs show ranking of participant's code quality (directed task) and chart quality (exploratory task), respectively. Again, participants who used Blueprint are shown in black.

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6.1.2   Language features of reporting and discussing results

This section focuses on using a variety of tenses and verb forms to guide the understanding of the reader and enhance the acceptance of your arguments and employing hedging devices to qualify your claims.

6.1.2.1   Different tenses to distinguish reporting and evaluating results

Apart from the basic components in reporting and commenting on results, the use of different tenses is also important in helping the reader to identify the various functions involved.

Various functions in reporting and evaluating results

1. reference to data/findings
2. evaluation of data/findings
3. observations and actions already performed
4. current situation, general phenomena or standard procedures
5. acknowledgement of difficulties encountered
6. suggestions or hypothetical situations

It is not uncommon to see different tenses used not only in the same section but also in the same paragraph. What tense should be used for each of the above?

TASK 6.2 Identify the various functions / tenses used in the results and discussion section

The text below is from a results and discussion section in a report titled "Image-based exploration of Massive Online Environments" on overcoming the visual quality of images of unstructured scenes over a wide-area network.

Read the text below and (i) complete the gaps with the correct function (ii) write which function matches which verb form / tense.

Write which function matches which verb form / tense

a) Present tense function(s) =
b) Past tense function(s) =
c) Modal verb functions(s) =

Text 2 [2]

We [ ] **report** experimental results on two scenes that [ ] **were constructed** to reflect the scale and generality of online worlds. The first [ ] **is** a 10,000 km^2, 25-billion polygon landscape with a dense vegetation and architecture. The second [ ] **is** a fully three-dimensional scene with 29,264 complex models, each with 97,000 polygons. [text removed]

The first scene [ ] **has** 10 octree levels and the aggregate size of all orthoviews [ ] **is** 412 GB. The second scene [ ] **has** 7 octree levels, and the size of the preprocessed image-based hierarchy [ ] **is** 1.9 GB. This data [ ] **compares** favorably with the size of the original scenes, represented as geometry: 944 GB for the first scene and 79.5 GB for the second. Figure 9 [ ] **shows** the sizes and preprocessing times for increasingly large subtrees of the hierarchy for the first scene, demonstrating linear scaling.

We [ ] **tested** the handling of changes in the environment, triggering updates of regions of varying sizes in the first scene. These results [ ] **are reported** in Table 1. Changes of even large regions [ ] **were** processed quickly.

This work [ ] **demonstrates** that hierarchical image-based rendering [ ] **is** a viable approach to handling large-scale heterogenous online worlds. The chief bottleneck of our approach [ ] **is** the point-rendering performance of graphics hardware. [text removed] Future growth in graphics hardware performances [ ] **could make** these improvements feasible within a small number of years.

(a)   (b)
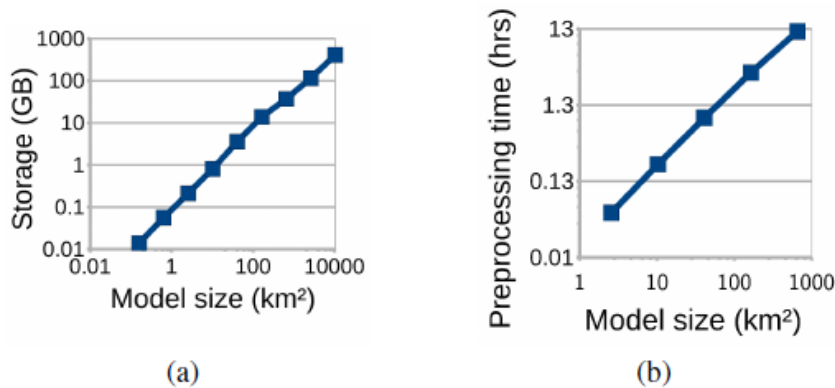
Figure 9: *(a) Storage vs model size. (b) Preprocessing time on a single machine vs model size. Both log-log graphs have slope ≈ 1 and show linear relationships.*

Size of modified region	Update time (seconds)
200m×200m	20.82
400m×400m	23.95
800m×800m	42.49

Table 1: *Time taken to update the hierarchy of orthoviews for the first scene after a region is modified.*

6.1.2.2 Making your claims more acceptable with appropriate hedging devices

Experimental results are neutral facts, but their interpretation by the researcher does not necessarily represent the absolute truth because there is often more than one possible interpretation. Therefore, it is essential for the researcher to be **modest and cautious**. Being modest, the writer acknowledges the findings only serve as a step towards acquiring more knowledge. Caution helps the writer to avoid over-assertion of claims and personal embarrassment. The term **'hedging' refers to how modesty and caution are realized in writing** through a wide range of language expressions such as 'it may be possible', 'it is likely that', etc.

Hedging devices tend to appear in Results and Discussion sections of research papers and reports.

A list of hedging devices is presented in the following table.

Device	Example	
Hedging verbs	suggest, indicate	Feedback from this group at the end of the task **suggested** that although they had not had enough to complete the task …
Adverbs	probably, possibly	… the degradation of benzoate into acetate was **probably** conducted completely inside the cell.
Adjectives	likely/unlikely	Our findings of a low melanocytic naevi in redheads is **unlikely** to be due to small sample size.
Modal verbs	may/could	Our results indicate that this **may/could** be explained by sun-avoidance in the most sun-sensitive group.
Modal nouns	probability	There appears to be a strong **probability** that the students' use of English discourse patterns do not differ radically from English ones.
Conditional conjunctives	If (this theory is correct), then …	**If** the relationship between melanocytic naevi frequency and melanoma risk is the same for children as for adults, then …

Table 1. Various Hedging Devices

TASK 6.3   Put it all together by critiquing a past student report

Read an adapted version of the "Results and Discussion" section in a report titled "Ranking News Headlines by Crowdsourcing" written by a previous student. This section concerns comparing news ranking using the algorithms proposed by the student and Google News. Consider what you have learnt in this unit and previous units of the course.

1. What do you think has been done well in terms of content and organization/language?

2. What can be improved in terms of content and organization/language?

Text 3 [3]
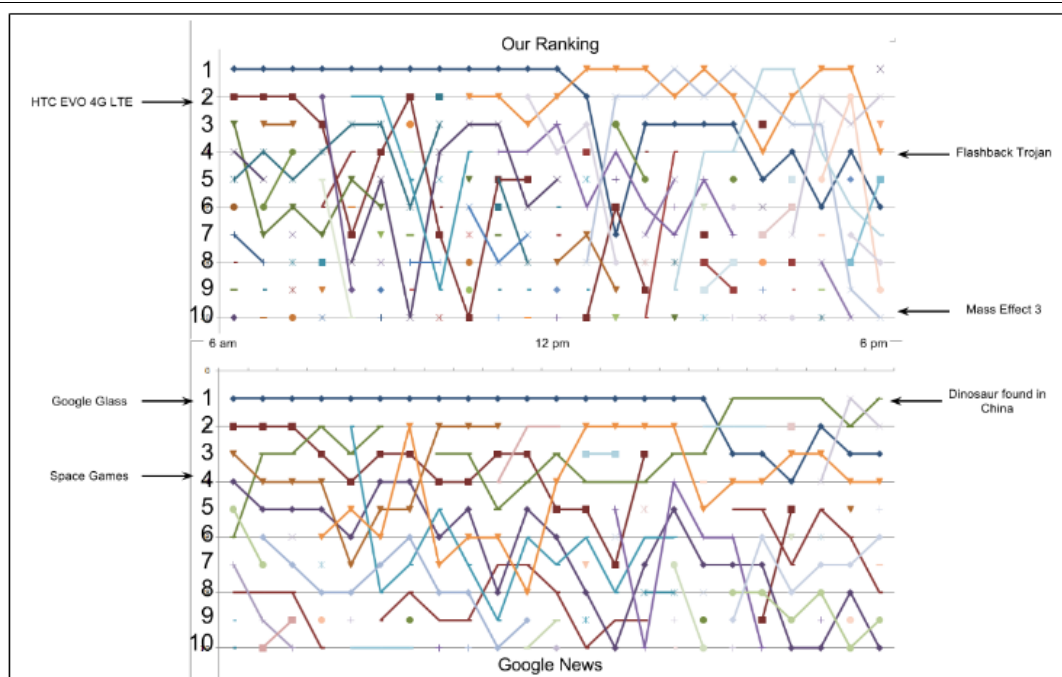
Figure 16: Comparison of 2 ranking in 24 hours, showing that our ranking fluctuates more than Google News. The total number of topics got up to the top 10 was 66 in our algorithm, while only 41 topics in Google News.

We observed our ranking and also those from Google News to see how a topic of news changes its position within a day (Figure 16). The data were collected on April 6, 2012 from 6:30 pm - 6:30 am from which 23 topics are included.

We could observe from the figure that the ranking from our algorithm fluctuates quite a bit, while that of Google News is more stable. Articles in Google News headlines seem to persist in its rank longer. Although the figure cannot say which one is better, our ranking has an advantage over the other that more news headlines can be pushed up to the top placement temporarily, which makes the ranking more elastic. It can be explained the fact that the ranking is highly influenced by the community, which would be better for those who want to get close to the most-updated information. Also, some headlines appeared first in our ranking than Google News, some vice versa. It might indicate the difference between topic initiated by the media and by the public.

6.2 Emphasizing features in the Software Development Life Cycle

While experimental and research projects generally feature a distinct "Results and Discussion" section, their software development counterparts tend to have discussion of 'results' in the testing phase of the software development cycle even though discussion can occur in other phases such as design, implementation, deployment, and maintenance.

A typical software development cycle is iterative as shown in Figure 1 below.
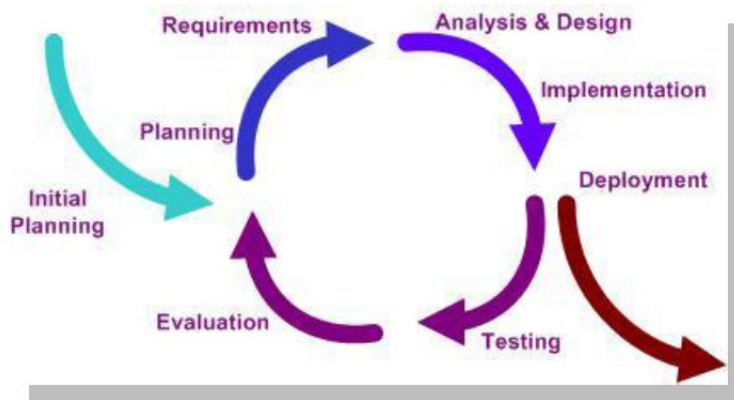
Figure 1. A typical software development life cycle

The discussion in these phases is characterized by well-defined components mainly driven by functional requirements which in turn are informed by user requirements and scenarios. A table of contents (see Figure 2) from a report on a "Salon & Hairstyle Guide Website" by a previous student can provide some insights.

Figure 2. An example of components in the design and implementation phase of a student report

6.3 Improving cohesion in writing through New vs Given structures

One thing which undergraduate writers tend to do early in their writing career is overuse linking devices in a paragraph and use linking devices to add additional information. This sometimes looks rather clumsy and sometimes leads to an overload of new information which is not organized very well.

There is another way of organizing information in an academic text that does not over rely on linking devices and organizes new information in a way that is easy for the reader to comprehend. The next set of activities introduce the concept of the new vs given structure.

TASK 6.4   Introduction to New vs Given Structures

Read the following paragraphs. What is the topic of each paragraph? In which paragraph was the topic easier to identify?

Paragraph 1 *Adapted from "Study on the Influence of EV Charging Facilities on Peak load Demands"*

For the building load simulation, the official documents will be used as the primary source of information because these are the rules that developers should follow when they install the EV charging plugs to the building. The Electrical and Mechanical Services Department (EMSD) is a department of the Hong Kong government charged with monitoring the operation and safety of many powers and gas infrastructure, trains, trams, elevators, escalators, amusement rides, working platforms on construction sites, and many more other locations. Also, the two power utilities in Hong Kong named The Hongkong Electric Company (HKE) and CLP Power Hong Kong Limited (CLP) set a basket of regulations to structure and design the transformers in buildings. These are very valuable for estimating reasonable load models for the district. The minor sources used to estimate the load models will be research papers from overseas. It is noticed that those methodologies may not be fully useful for the estimation in this project because of geographical and social differences. However, the suggestions and scientific reason are similar to the one in Hong Kong.

Topic: _____

Paragraph 2 *Adapted from "Energy-efficient IoT System for Smart Water Auditing"*

One of the key challenges in implementing smart water auditing system is the accurate and reliable reading of analog water meters, which is our key research focus. There are several approaches to address these challenges. One involves the use of machine learning algorithms to first locate the meter, then feed the cropped image to a slicer which detects the border of each character, and finally recognize the image one-by-one. This method has been demonstrated in Morocco by [2]. The author found this approach having close to 99% which is higher than the counterparts he compared with.

Topic: _____

TASK 6.5 Overview of New vs Given Structures and practice

The following link contains an introductory overview to the New vs Given structure, accompanied by useful activities.

http://sana.aalto.fi/awe/cohesion/infostrux/given/index.html

Take about 15-20 minutes to work through the following sections:

- The "Given-New" Principle
- Exercise 1
- Exercise 2
- Exercise 3
- Exercise 4
- Exercise 5

TASK 6.6 Thematic progression in paragraphs

The following paragraph has been split into new vs given.

Paragraph 3

Some of the Design for Manufacturability (DFM) and Design for Assembly (DFA) methods were followed even though this was a prototype.	
The use of these methods	can help in the manufacturing and assembly of several robots if the prototype would work effectively.
These manufacturing techniques	can in turn help reduce the labour and capital cost and also to keep the cost of the robot down.

Go to http://sana.aalto.fi/awe/cohesion/infostrux/flow/index.html and select the most appropriate pattern of thematic progression which fits the above. Justify your answer.

_____

_____

The above paragraph was adapted from this original. Try to identify the thematic progression in the paragraph below. Is it as clear as the example above? Why? Why not?

Paragraph 4

Some of the Design for Manufacturability (DFM) and Design for Assembly (DFA) methods were followed even though this was a prototype.	
This	would help in the manufacturing and assembly of several robots if the prototype would work effectively.
These techniques	would in turn help reduce the labour and capital cost and also to keep the cost of the robot down.

Finally, check the thematic progression for the next two paragraphs. Comment on whether they follow good progression or not. If not, suggest a solution.

Paragraph 5

Standardized parts were designed and used whenever possible.	
For example, standard sized screws	were used in most of the parts of the assembly.
The brackets and the aluminium channel stocks	were interchangeable parts.

Paragraph 6

The whole chassis of the robot was composed of four symmetric and interchangeable sub-assemblies.	
Most of the screws	were inserted as a top-down manner.
But in some cases the DFM and DFA	were not possible to follow.
The part count	was reduced by sacrificing interchangeable and symmetric sub-assemblies.

TASK 6.7   Bringing it all together

An electric actuator is usually made up of a frame, a rotary source which can be placed inside or outside the frame and a feed screw which is connected to a drive shaft of the rotary source for receiving rotary driving force from the rotary driving source. There is also a displacement mechanism which is engaged with a feed screw shaft, which converts rotary motion of the feed screw shaft into a linear motion.

How can you improve the paragraph using new vs given and proper topical progression? Try to fill in the table below. A suggested topic sentence has been given.

An electric actuator is usually made up of a frame and other important elements.	

6.4 Anticipating and handling situations in a Q&A session

Usually at the end of the presentation, some time will be allotted to the Q&A session so that the audience can raise questions, concerns or feedback regarding your presentation. In fact, the Q&A session is not an additional section of a presentation. It IS an important and integral part as it can make or break your presentation. In the professional world, it may mean funding or cutting your project! Therefore, you are strongly advised to prepare for situations which you have not thought of before.

6.4.1 Before the presentation

To hold a successful Q&A session after your presentation to your supervisors, preparations start early.

Step 1: List out possible questions

Put yourself in the shoes of your supervisors and try to anticipate the questions they may want to ask. A good way to begin with this is breaking down questions you come up with by presentation section.

TASK 6.8 Anticipate questions for your presentation

For each of the following sections (applicable to your own presentation), write down at least one question you might be asked.

1. Introduction: _____

    _____

2. Methodology: _____

    _____

3. Results & Discussion: _____

    _____

4. Conclusion: _____

    _____

Step 2: Organise the questions

A good next step would be to categorise the questions according to your ability to answer them. By making a list of questions you are able to answer, and those which you feel less confident in answering, you can prepare an appropriate response accordingly.

Furthermore, the questions you come up with may help indicate where you need to shore up your own understanding of the subject matter.

6.4.2 During the presentation Q&A session

This section provides a few situations with examples of suggested responses which you may face during the Q&A.

Situation 1 – Opening

Starting the Q&A session is relatively straightforward. After you finished your conclusion, you could say:

- *"I will now answer any questions regarding my project/research"*
- *"I would now like to open the floor for any questions"*

Situation 2 – Clarification

You may face a situation where you are not sure what is being asked. You could then ask for clarification:

- *"Sorry, I didn't catch all of that. Could you repeat the question, please?"*
- *"I don't quite understand… Are you asking about…?"*

It is better to ask for clarification than to try and answer but being wrong.

Situation 3 – Responding

Once a question is being asked, you cannot simply go into your explanation or answer. You must first acknowledge the question:

- *"That's a great question. Thank you for asking."*
- *"I appreciate your question and am happy to answer it."*

Next, you may or may not know how to respond, or simply need a bit more time. You could use these strategies:

Cannot / do not want to answer:

- *"I'm sorry. I'm afraid I don't know the answer to that."*
- *"We don't have information about this yet."*
- *"I will look into that and follow up with you."*

Needing more time/details:

- *"[repeat the whole/part of the question] Please give me a moment to think about this question."*
- *"Just one moment – I need to consider my answer."*

TASK 6.9   Matching responses to purposes of responses

For each expression below, note down the purpose of the response. An example has been given.

Example: "Just so I understand…" → *Needing more time*

1. "We don't have information about this yet."

    _____

2. "Could you be more specific?"

    _____

3. "What an interesting question! I'll do my best to answer."

    _____

4. "I'm afraid I can't say more about the implications now."

    _____

5. "I'm afraid I don't understand." "Could you please rephrase the question?

    _____

6. "We aren't aware of any details at this time."

    _____

7. "I'm sorry. I still don't understand your question. Could you please talk to me after the session?"

    _____

8. "Just so I understand… Are you referring to…"

    _____

6.4.3 Additional Examples of Questions in the Q&A

Following are examples of possible questions you may face in the methods and results sections.

Methodology

Question/Comment	How to Respond
"Have you used this approach?"	"No, but thank you for your input. We will look into this." "We considered this approach. But there were some problems."
"Why did you use this method of analysis?"	"There were several reasons for this. First…" "We found several other methods to be problematic." "We have explained our rational fully in the paper."
"What limitations to the study did you identify?"	"We didn't identify any specific limitations." "We did identify a couple of limitations. These include…"

Results and Implications

Question/Comment	Possible Responses
"Could you elaborate on the results of X?"	"Yes. What results would you like to know about?" "I'm afraid I can't say more about the findings now."
"What are the implications of these findings?"	"Most importantly, these findings imply that…" "There are several implications here. First…" "I'm afraid I can't say more about the implications now."
"Could this study impact any other related areas of research?"	"These results might impact areas of (medicine/patient care/administration, etc.)." "We need more information to answer this question." "Our conclusions are limited to this area of research."

Source: How to handle research presentation Q&A sessions. Wordvice. (2023, January 17). https://blog.wordvice.com/tips-for-handling-qa-sessions-during-research-presentations/

6.4.4 Additional tips

Prepare several extra slides that may contain less important information or details of the technical information that you do not have time to cover in the main presentation. Sometimes, you may include detailed calculations in the extra slides, in case the audience is interested in how you reach the conclusion or finding.

6.5 Word stress, chunking and thought groups

The following section focuses on word stress (which syllable is stressed in a word) and chunking and thought groups (how speech is divided into thought groups or chunks). Within each chunk one or two words that carry the most meaning are stressed (spoken more slowly and more loudly)

6.5.1 Word Stress

Word stress is important in spoken English.

- English is a stressed language. Words are stressed when spoken because they are important. So when we speak, we speak those words more clearly. They are important words, they must be heard for the sentence to be understood.
- For the word which has more than more syllable, there will be one syllable that is pronounced more clearly than the others.
- Syllables are stressed differently. They are actually a really important part of speech. Not only does word stress give English its rhythm, but it also helps native speakers to identify words. If you use the wrong word stress in English, you could be pronouncing a completely different word than the one you mean to.

Simple rules to pronounce words which can be both a noun and a verb:

- E.g., de crease, in crease, pre sent, ob ject, re ject, con tract, con flict, pro duce, pro ject, re cord, re fuse
- As a general rule, most two-syllable English **nouns are stressed on the first syllable.** it is also true for most two-syllable adjectives. It is true for both nouns and adjectives for most of the time.
- Most **two-syllable verbs are stressed on the second syllable**.

TASK 6.10   Changes in word stress depending on part of speech

Read the following sentences aloud. Pay attention to the word stress for the words in red:

- We forgot to bring her birthday present!
- We will present the findings to the professor tomorrow.
- As the value of the stock decreased, we noticed a decrease in revenue.

Watch the following video: https://www.youtube.com/watch?v=XAIoSYqzGkY

- o A syllable is a part of an English word and created by a vowel sound.
- o E.g. "present" has two vowel sounds, /e/ and /ə/, so it has two syllables. "Book" has one syllable /ʊ/, so it has one syllable. "Date" has two vowel letters /e/ and /ɪ/, but /e/ is silent and the word only has one vowel sound, so it has one syllable.'
- o When there is more than one syllable in the word, then there will be one syllable that is stronger, clearer and bolder than the others. The pronunciation of that syllable is clearer.

TASK 6.11   More practice in word stress

Read these words aloud. Which syllable of the following words is stressed?

1. Algorithm (noun)
2. Analyse (verb); analysis (noun)
3. Compiler (noun)
4. Perfect (adjective); Perfect (verb)
5. Development (noun) developmental (adjective)
6. Economical (adjective)
7. Economy (noun)
8. Intelligent (adjective)
9. Contract (noun); contract (verb)
10. Mechanism (noun); mechanical (adjective)

6.5.2 Chunking and Thought Groups

Watch the following video: https://www.youtube.com/watch?v=4DKPfAfVzmI

- A chunk is a phrase or a group of words that can be learnt as a unit. We can decide on the length of a unit, depending on our understanding how the overall message can be best conveyed.
- Creating "chunks" in our message that are separated by a pause along a sentence or a phrase or a change in tone (1) gives variety to your speaking voice – more engaging for your listener; (2) helps your listener understand much easier.
- Each chunk usually has one stressed word, i.e., a word that is more important than the others that really helps convey your message.
- Be aware of your pace, i.e., speed up and slow down.
  - o You are hanging on stressed words and the rest are getting a little bit quicker and more linked.

When speaking:

- Know how to group words together, how to emphasise words and when to pause.
- Identify where to pause through thought chunking.
- Clarify key words within chunks.
- Pace speed of speech.

TASK 6.12 Practice in chunking and thought groups

Step 1

Watch the following video from 5:35 – 6:54 and look at the marked-up version below.

Put a slash mark "/" in the space where a pause that you think is needed when reading the following paragraph. Highlight a key word which is higher in pitch, longer and louder in each chunk.

https://www.youtube.com/watch?v=i5Qcc0Y1SK4&list=WL&index=39&t=0s

Today, / I'd like to talk to you about simplicity. / *How many of you* in this room *(pacing –*

speed up) / think this matters? /

Step 2

Look at the rest of the script for the presentation. Put a slash mark "/" in the space where a pause that you think is needed when reading the following paragraph. Highlight a key word which is higher in pitch, longer and louder in each chunk.

Let me see a show of hands. Think about your life. Is there clutter? What are you doing to create long-term happiness? Ask yourself about the things you value. Prioritise them. Let go of unnecessary things and people. Am I asking you to stop having fun? No. But if we voluntarily simplify our lives, we can experience more of what we have. The world is busy enough. Let's create substance. My question to you? Will you simplify your life now or later?

Step 3

Watch the video from 6:55 to 10:49 and check your answers.

TASK 6.13   Putting it all together

Write a script for one or two slides (this can be from your diagnostic presentation) and present it to your partner. Think about the following:

- Organizing the information into chunks
- Emphasizing the key word(s) in a chunk
- Pacing (slowing down, speeding up)

6.6   Over to you

The purpose of technical writing is to help your readers to understand the results of your study and be convinced of your arguments. Pay attention to how you vary you tenses and adjust your hedging to achieve this purpose. Learn by interchanging some of these language features and see how you, as a reader, will interpret results differently.   In a similar vein, clear pronunciation and delivery will help your listener to understand your presentation and focusing on making the audience 'experience' the impact is crucial and one of the best ways is to watch many demonstrations by other students to see whether you are impressed.

TASK 6.14   Reflect on this unit
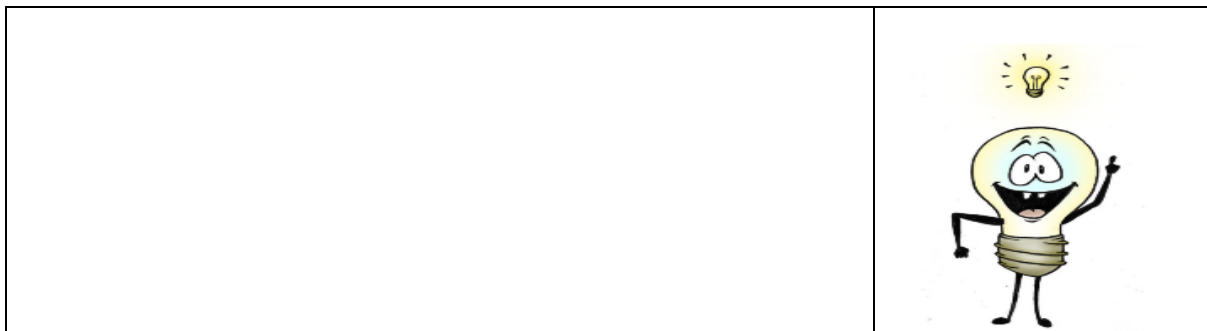
Key points to remember

- Discuss your results with the **three components**: introduction, description, and comments
- Use different **tenses for the SIX different situations (refer to Section 6.1.2.1)**, particularly to distinguish between referencing and evaluating findings, or reporting standard and current practices
- Employ **hedging to qualify** your arguments, vary the level of assertion and caution. DO NOT be limited by the definition of the hedging devices. Experience by interchanging them.
- Keep a good record of the online resources; speak ALOUD with the help of online resource such as iPast and vary your stress and intonation.   Think of doing a drama at the beginning – yes you are ACTING it out!

Homework and Preparation for the next session

- Prepare Progress Report 1

References

[1]   Brandt J, Dontcheva M, Weskamp M, Klemmer SR. Example-Centric Programming: Integrating Web Search into the Development Environment. *Stanford Computer Science Technical Report.* Stanford University; 2009.

[2]   Chaudhuri S, Horn D, Hanrahan P, Koltun V. Image-Based Exploration of Massive Online Environments. *Stanford Computer Science Technical Report*. Stanford University; 2009.

[3]   Adapted from a student text