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GUIDELINES FOR UNDERSTANDING AND USING VISUALS IN BUSINESS TEXTS

Shireen M. Taha, Tharwat M. EL-Sakran

American University of Sharjah, English Department, Sharjah, United Arab Emirates
Phone: +9771 50 8817011, E-Mail: telsakran@aus.edu

Abstract. *The business field depends on disseminating information through formal and informal presentations to managers, clients, and stakeholders. Visual representations, such as tables, graphs, and charts, are recurrent tools in business texts. Such elements have gained more momentum in the act of communication in today's global business world. Consequently, business students ought to know what type of visuals to use and should attain mastery over visual representations in order to demonstrate professional communication skills in both oral and written communication contexts. Therefore, business students need to be taught about visuals in order to acquire the necessary skills to comprehend and interpret visuals included in business textbooks. Because of the absence of clear guidelines and the lack of detailed instructions on visuals, business college students have difficulty utilizing, interpreting, and explaining the information presented in graphs, tables, etc. To develop and enhance business students' competency in utilizing and interpreting visuals, this paper presents the basics of utilizing and interpreting visuals in business texts. More specifically, it aims to introduce business instructors and students to essential knowledge concerning the use and implementation of visuals in business texts and reports and enable English for Specific Purposes (ESP) instructors to help develop students' linguistic and communicative competency in mastering this important skill.*

Key words: *Visual representations, Visuals and communications, Business writing, courses, Visuals interpretation, Information transfer, Gradual approximation, Non-linear data*

1. INTRODUCTION

Communication skills are essential for success in academic studies and the workplace. There is increasing evidence (e.g., EL-Sakran and EL-Sakran 2014, El-Sakran 2012, EL-Sakran and Awad 2012, El-Sakran and Mesanovic 2013, EL-Sakran and Prescott 2013, El-Sakran, Prescott and Ankit 2012, El-Sakran, Prescott and Mesanovic 2013, Prescott and EL-Sakran 2013) that professional communication skills have become an important and essential requisite in today's global world. A quick survey of today's job ads reveals how much the requirement for communication skills dominate them. Business students need to develop the academic and professional communication skills required for academic study and by the labor market to able to compete. No doubt that mastery over visual elements is an indispensable component of successful professional communication. As a result, the importance of developing and enhancing business students' visual representation literacy should be accorded more attention by researchers and educators.

Business students need to attain professional communication skills since the nature of their work depends heavily on communicating, disseminating and presenting information

to managers, clients, and stakeholders, who may build vital decisions on the information presented to them. Therefore, for business students and graduates to be successful in the global marketplace and to meet global challenges, they need to have developed an appropriate and accurate communication competence. One heavily used and recurrent tool in business communication and business textbooks is visual representations (e.g. tables, graphs, charts, etc.).

2. RATIONALE FOR THE STUDY

Through our experience in teaching English for Business to business students and our personal communication with business professors on the topic of this paper, we have come to a consensus that business students find difficulty in utilizing, interpreting and explaining the information presented in visual forms (i.e., graphs, tables, charts, etc.) due to the absence of clear guidelines and instructions on this matter. Moreover, examining various business textbooks reveals that business courses depend heavily on using visual representations. To gain insights on the capability of business students at a private English medium university in the Gulf region to comfortably use, read, interpret, and communicate information presented in various visual vehicles, the authors interviewed five professors teaching different business subjects (i.e., Economics, Accounting, and Finance) in the Business School. They point out that when students are assigned to write and present work that involves the use of visual representations, they lack the skills needed to utilize the information provided in these visual elements in both written and oral tasks. They also add that the students lack the knowledge required to understand the relationship between visual elements and the matrix text they are embedded in. The professors also note that even if some use visuals, those still lack a clear numbering system, they are misplaced and are not properly connected with the accompanying text. Therefore, freshman business college students should be given the necessary information and training on how to use, interpret, express, incorporate and signal the visual elements in their writing and oral presentations. To support the claim that freshman business students lack the necessary skills for using and presenting visuals in their written and oral tasks, some students' written reports were examined to identify the exact skills students need to learn to overcome their difficulties with visuals.

Findings reveal that although the students know how to construct some visuals, they do not have the appropriate language skills to present visuals in their academic papers, and usually do not provide accurate interpretations of these visuals - they either overlook important details or oversimplify them due to the lack of language skills needed to present these visuals. Moreover, reviewing students' work show that the vocabulary they should use to describe or interpret visual elements contributes to the difficulty they face in tasks that require interpreting or presenting such elements. Furthermore, reviewing a group of business textbooks shows that the proportion of visuals is almost 20% of the total text, which emphasizes the importance of this research and the need to provide students with materials that could improve their visual representation literacy skills.

3. Significance of the Study

As stated above, business courses require students to do tasks such as commenting on reports that contain large amounts of information, presenting research findings in a way that summarizes and highlights the main issues, and communicating these findings to their professors and classmates. Good communication skills are crucial in all these contexts. Therefore, students majoring in business extensively use visual representations to convey and simplify the information to their audiences. Visuals play an important role in business communication, mainly because they are primary means to structuring and communicating quantitative information. Thus, it is essential for business students to be equipped with the knowledge needed to use visuals appropriately in their written and oral work. Furthermore, presenting complex information such as the financial position of a company in a written form creates a tedious and difficult report to read. These financial data are better introduced by charts, graphs, tables, etc. Besides, numerous textbooks addressing visual representations emphasize the skills needed to read and comprehend visuals. However, little attention is given to the skills of how to integrate visual elements within the verbal text in a professional report. Since most of the presentations and reports that business college students create depend heavily on visual representations, this research paper is significant to students, teachers and curriculum designers.

4. Objective of the Paper

The materials presented in this paper (see below) are believed to help make students and ESP instructors aware of the various types of visuals, their discourse functions, how to refer to them, how to introduce them, and where to locate them in written documents. Most of the materials used are based on authentic and natural situations that learners may encounter in academic and professional contexts. Previous research emphasizes the benefits of using authentic materials in teaching students. Sabet and Mahsefat (2012, 218) state that "the authentic input allowed learners to focus on a wider range of features than is normally possible … and that this noticing had beneficial effects on learners' development of communicative competence."

Therefore, the aim is to help develop and enhance business students' use and competency of understanding, and interpreting visual items. This goal will be achieved through designing sample lessons (see Appendix) comprising an introduction of visual items (e.g., types, functions, cross-referencing, captions, and citation style) and the linguistic tools that students need to have to write and speak about visuals. The selected exercises are adopted from business textbooks in addition to others designed by the researchers.

5. Literature Review

Visual representations are universally recognized as a mode of communication (Lee 1999). Research on the use of visuals has been given continuous attention in most academics fields (Friel 2001). Visual items are graphic devices usually found in reports, texts, or presentation slides that present complex numerical information as in financial or annual reports. There is consensus among academics about the necessity of using visual representations in most academic discourses: visual representations augment students writing

tasks, as they make them interesting, informative, and attractive to the readers (McDonough 1984, Turk and Kirkman 1982, Widdowson 1978). Visuals are always intended to enhance the appearance of written work and display the data in a form that is easy to read and understand (Kirkman 1989). Widdowson (1978) states that using visual data in discourse makes sense only if they are related to the text. Accordingly, students need to understand the relationship between the text and the visual representations.

Balchin (1983) argues that, in education, graphicacy should be compulsory. Other researchers have pointed out that students frequently have problems using and understanding visual representations (e.g., Outtosson and Bengtsson 1995). Students do relatively acceptable work in understanding and reading graphs, but they are challenged when describing results and conclusions arrived at from data presented in graphical items (Barclay 1987, Lee 1999). Interpreting the information included in visuals requires the ability to comprehend and transform visual information into written discourse (Yung 2012). Although such competency is essential for success in most academic studies, they have not been well researched (Hyland 2006). Visuals are extensively used in the textbooks of technical majors. Therefore, English for Specific Purposes courses should aim at preparing students for the technical skills needed for success in their academic disciplines.

In 2000, a survey carried out by the Jones Graduate School of Management at Rice University reported that having communicative competency is strongly needed for business students (Lesikar et al. 2008). Lesikar et al. note that writing and speaking skills in general were identified by most business academicians and recruiters as major skills for achievement in the business market (Lesikar et al. 2008). Lacking communication skills hinders individuals from delivering their messages in a clear and concise manner. Hal Varian, Google's Chief Economist, mentions that "the ability to take data - to be able to understand it, to process it, to extract value from it, to visualize it, to communicate it is going to be a hugely important skill in the next decades, because now we really do have essentially free and ubiquitous data" (McKinsey 2009). In addition and according to the U.S. Department of Labor, "retention of information three days after a meeting or other event is six times greater when information is presented by visual and oral means than when the information is presented by the spoken word alone". (Excerpt from U.S department of Labor) Using visuals is expected to save business time, particularly if the subject under discussion involves lengthy information. Visual representations can often explain the subject matter quickly, and in a manner that is simply understood by learners.

5.1. Visual representations and their use in business texts

The main goals of visuals are to record information, analyze data to support reasoning and to communicate information to others for the sake of sharing or persuading (Ruize et al. 2005). Visual representations are used in the business field to help the readers find the important information effortlessly as well as to attract and hold their attention. They are also used to condense the data and shorten the time needed for readers to analyze them. In the marketplace, it is crucial to grasp the most important information at a glance as most business people believe that time is money. Thus, visuals advance business people's competence and enable them to quickly absorb the information and utilize it in their decision making processes. In addition, they provide a professional image to the organization, clients, and stakeholders. Brasseur (2003) states that corporations ensure that their annual reports are attractive by using photographs, visuals, and colors to highlight the information that they need to share with interested readers.

Challenges

In academic courses, embedding visuals within texts as well as interpreting them are identified as the most problematic tasks for students (Roth and McGinn 1996). According to several business professors, freshman business students lack the appropriate ability to communicate information in visuals. Business students are required to read, interpret, and draw inferences from visual representation. Research shows that college candidates usually have difficulty interpreting and comparing data presented in graphs (Ryker 2001). Therefore, students should be familiarized with the different types of visuals they may encounter in their studies and be made aware of strategies for dealing with different types of data presented in visuals. For instance, students may be given a line graph and asked to identify a trend between two or three variables or to transfer information from a text into graphical form. Furthermore, understanding the function(s) of visuals in a host text is another common challenge among college students (EL-Sakran 1995). In addition, constructing connections between visuals and other types of visuals is another source of difficulty experienced by students (Dugdale 1993, Dunham and Osborne 1991, Knuth 2000). For example, students find it difficult to make a connection between graphs and their related sets of data, or between graphs and other types of visuals. Therefore, introducing students to types of graphs and the nature of each type helps them to connect the data with the various displays suitable for representing that data. That is, learners ought to know which types of graphs are appropriate for which situations.

Types of visuals:

TABLES

Tables are a common type of visuals that are extensively used in the business field. They are defined as "simple lists that are made up of a set of items sharing common features that can be represented by labels" (Mosenthal and Kirsch 1990a, 372). Tables are a powerful way to display summarized contextual information such as specifications and comparisons. There are two types of tables: numerical tables presenting quantitative data and textual tables displaying qualitative data. The information displayed in tables is organized into columns and rows to make it easy for the reader to locate and compare the data (Lannon and Gurak 2011). Lesikaer et.al (2008) name two purposes for using tables: for general purposes, tables include a broad area of information, and they are usually located in the appendix; for specific purposes, tables present information about specific variables, and they usually belong to the text and are placed next to the discussion. Since tables are means of communicating series of data components, they should not be too complex for the audience. Complex tables cause information overload, mislead readers, and give the audience a bad impression about the information presented on them, because they are a common way to unethically bury numbers or facts (Lannon and Gurak 2011).

GRAPHS

The graph is defined as "information transmitted by position of point, line or area on a two-dimensional surface" (Fry 1984, 5), which translates numbers into shapes, shades, or patterns (Lannon and Gurak 2011). Graphs provide, at a glance, the value and relationship of the variables presented in them. They portray comparisons, trends, patterns, and changes over time. When viewing a graph, we see an L shape outline with two axes, x and y. The x-

axis stands for the data being measured (independent variables), the y-axis provides information about the measurements being used (dependent variables), and each axis has a label. Other components of a graph are visual dimensions used to represent data values such as lines on a line graph, bars on a bar graph, parts in pie graphs, or other symbols signaling relations among the data represented. In addition to these components, a graph should have a heading specifically related to the subject of the graph. There are several types of graphs, and this paper deals with the traditional types, such as line graphs, bar graphs, and circle graphs, which are the most commonly used by college students.

Those are the most common types of graphs:

Bar graphs:

These show a specific quantity, are good for presenting direct comparisons over time (year by year), and are generally easy to understand. They can be used to focus on one variable or to compare variables over a period of time. Bar graphs are also divided into subtypes, four of which are discussed below:

- Simple graphs: are useful to present one trend.
- Multiple graphs: show two or more relationships between values. Different colors are used to present each variable, and a color key is provided to help readers identify which color corresponds to which data.
- Horizontal bar graphs: are used to present large sets of bars displayed in order of decreasing or increasing value.
- Staked bar graphs: are used to display bars side by side and to show how much each data set relates to the whole.

Line graphs:

More data points are shown in this type of graph than the bar graph. Line graphs help readers understand trend and changes in the data (Hollands and Spence 1992). They are useful in presenting changes over a period of time, e.g., changes in prices and production. The scale of the line graph should be clearly marked according to the scale value and the time period. Below are a few common types of line graphs:

- Simple line graphs: These display one relationship. The horizontal scale of the line graph shows the time interval and the vertical axes presents values.
- Multiple line graphs: These show several relationships among more than one variable. They help readers understand the relationships among variables.
- Area graphs: These present specific information that can be highlighted by shading the area below the main plot.

Charts:

The term chart is usually used interchangeably with graph, but there is a difference between them. Charts show "relationships that are not plotted in a coordinate system (x and y axes)" (Lannon and Gurak 2011, 266). Two types of charts are given below:

- Pie charts: a pie chart shows the relationship of parts to the whole. A pie chart comprises many segments-percentages and total. The purpose of the pie chart is to help viewers compare one segment to another segment and to the whole (Wilkinson 1999). Pie charts are easy to read and understand.
- Organization flow charts: organization charts are appropriate for displaying the hierarchy and relationships between different departments in an organization, and accordingly, they are extensively used in business administration tasks. They present the hierarchical

relation among positions, departments, and divisions. Flow charts are used to trace the sequence of an act in process, from the starting point to the end.

Functions

Visual representations enable students to summarize, exemplify, and illustrate the ideas presented in a text (McDonough 1980). For effective use of visual items, students need to know their functions in relation to the text they are tagged with. Few studies have been done to investigate the relationship between discourse and function of visuals (Hynes 2004). El Sakran (1995) identifies six functions of visual representations. These are:

- Complementary: visual representations complement the text.
- Reiteration: this function is about transforming the exact data in three different ways: (1) transform data from text to diagrams, graphs, or tables, (2) transform data from tables to graph, (3) transfer data from mathematical formula to prose text and visual items (graph, table, and diagram).
- Supplementary: visuals provide extra information than needed to supplement the writing. This type of visuals is usually located in an appendix.
- Synthesis: the function of nonverbal data is to summarize or present the results of the issues already presented in the text.
- Exemplification: visuals are used as examples to clarify specific point.

All visual elements that are used to function as reiteration, supplementary, synthesis, and exemplification are *reader-driven*, that is, they are used to fill any possible gap(s) in the reader's general background information on the topic under discussion in the text. Providing extra information ensures text comprehension as long as the extra information clarifies the text. According to Gric's (1975) maxim of quantity, writers providing extra information are cooperating with their potential readers.

Comprehending Visuals

To enhance students' interpretation of graphical visuals, educators have to be aware of the stages of processing information from visuals. These stages are: *locating*, *integrating*, and *generating* information (OECD 1995). Knowing these stages guides teachers to plan learning tasks that develop the skills needed for each stage. In the first stage, *locating* information, students need to find and interpret information shown in visuals. In the second stage, *integrating* information, learners need to know the relationship among data illustrated in the visuals. The third stage is the advanced stage, *generating* information, in which students analyze the information presented in a visual item and generate inferences based on this information and their personal background knowledge.

In addition to the stages of comprehending visuals, Curcio (1987) has specified the skills needed for comprehending and interpreting graphs. These skills are referred to as "graph sense" to describe students' ability to make sense of graphs and the data presented in them (Friel, Bright and Curcio 1997). Other research on the levels of graph sense identified three levels involved in making sense of information presented in visuals (Bertin 1983, Carswell 1992: Curcio 1987, McKnight 1990, Wainer 1980, 1992). The first level in understanding visuals is reading the data. The second or intermediate level is to read beyond the data. This takes place when students are able to extrapolate relationships between data. The third level is reading beyond the data to gain an advanced understanding

of a visual and to make broader observations. These three levels of graphic sense are essential for interpreting and inferring the results of data presented in visuals. Furthermore, students should know the metalanguage required to describe the data in detail, compare between the data, describe trends, and explain the data (Shaw and Falvey 2008).

In another attempt to explore how graphical visuals are perceived, studies have discussed several comprehensive theories that describe how people comprehend statistical graphs (Kosslyn 1989, Lohse 1993, and Pinker 1990). In general, theories of graph comprehension encompass two processes: (1) *encoding* a visual feature of the data or "visual chunk" and (2) *interpreting* that feature with respect to the foundation of graph knowledge and specific graph content (the topic of the graph). To illustrate the encoding process, each line in the line graph is considered a separate visual chunk (Carpenter and Shah 1998). In addition, reversals in a line, such as changing the angle from positive to negative, breaks a line into separate visual chunks (Carswell 1993). In a bar graph, each cluster of bars allied with a particular value forms a visual chunk (Hegarty and Mayer 1999). The description of visuals is organized around these chunks. Interpreting is the process of making sense of a graph. For example, a specific graph content representing a company's sales could mean a decrease in total sales over a specific period.

Several other studies have described how readers comprehend or interpret graphs according to superstructures of visuals using five Gestalt principles related to the patterns of visuals: *figure-ground*, *good continuation*, *proximity*, *similarity or contrast*, *and enclosure*. Using these principles one can organize visual elements into a unified picture that is easy to comprehend. According to the Gestalt Theory the whole is more meaningful than the sum of its parts (Köhler 1947 Pinker and Hochberg 1998). When transforming the visual item into a statement, the verbal element is not equivalent to the visual element it represents. To interpret data displayed through tables, two recursive tasks are identified: scanning and matching (Gross 2007). In scanning for information, the eyes locate a specific data item or set of data items. In matching, the reader determines a data item value by finding its vertical and horizontal position, for example, in the case of a line graph. These steps involve visual and cognitive skills and create a series of parallel statements. Graphs are perceived by the means of a three-stage process that includes pattern *recognition, interpretation, and integration* (Gross 2007). In pattern recognition, readers perceive that in the case of bar graphs, for example, they comprise superstructures, which are their axes, and data components, which are their bars. In these bar graphs, a series of data components can be presented so that a large number of such parallel statements can be efficiently produced from the data.

Language and Visuals

Given that language varies as its function varies, most of the materials developed for academic courses are based on the concept of register, which is identified as "a variety of a language distinguished according to its use" (Halliday et al. 1964, 87). It could be inferred that lexical and syntactic features of a language are the focus of English courses. However, teaching the lexical and syntactic features will serve only part of the requirements for the proposed language. Recently, most language curricula have begun to promote language functions over forms (Yung 2012), so that students learn the communication functions of the target language in order to communicate effectively when using that language (Widdowson 1979). Communication in technical sciences, such as engineering

and business, not only occurs through verbal means but also through visuals such as tables, charts, diagrams. Therefore, teaching technical courses requires paying equal consideration to verbal and nonverbal properties of the language and the relation between them. Nonverbal items are considered the deep structure of a specific language genre, while linguistic features are viewed as its surface structure (Widdowson 1979). For example, charts, tables, and graphs are considered the deep structures of the language used in business discourse, whereas the lexical and the syntactic structures describing these visuals are the surface structure of business discourse.

Teaching visual representations in academic writing courses is not comprehensive without teaching the interplay between the visual representations and the language. Research points to the complex relation between visuals and language (Skulstad 2002). Teaching business students how to explain visuals correctly has not received enough emphasis (Ruize et al 2005). It is crucial to emphasize the types of language structures needed to precisely interpret visuals. Yung (2012, 13) argues that "without sufficient lexical or grammatical knowledge of English, writers would not be able to perform well even if they had no difficulty understanding and interpreting graphs." Transforming visuals into written text, using appropriate words and sentence structure is difficult for many writers (Bridges 2010). Therefore, it is crucial to teach students the lexical patterns associated with describing and commenting on data presented in visuals.

Academic English courses usually expose students to the lexical knowledge that facilitates tasks related to written prose; however, coherent lexis for talking or writing about tables and graphs are usually not presented in most of these curricula (Gross 2007). Lack of language structures required to introduce and talk about visuals hinders business candidates' ability to convey accurate information in their reports, which may affect the reports' validity. For example, if a sales person wants to professionally describe a new product to clients, s/he should use words carefully and precisely.

Integration of visuals within a text

Most students lack the principles of integrating visuals within texts (Katz, Xi, Kim, & Cheng 2004; Xi 2005, 2010), but to provide proficient reports, they will need to be familiar with the common procedures for integrating such items into matrix texts. Using visual representations in communication should follow a set of conventions and well-structured layouts to help interested readers understand them without difficulty. Ruize et al. (2005) notes that the rhetorical nature of business communication requires transferring large amounts of data, which can be overwhelming; therefore, visuals that are correctly integrated within the text may be a way of enhancing the readers' understanding of the information. Graphical representations in academic writing have been categorized into tables and figures (Fortanet et al. 1999). These visuals should have headings, either above or below them, and named as "Figure" or "Table" followed by a number and a text describing what the visual element presents.

Techniques for integrating visuals in texts

- Visuals referencing techniques

Introducing visual representations is essential. Knowing the techniques followed in referring to visuals is required for proficient written and oral communication. Ruize et al. (2005) investigated how visuals are introduced in actual business annual reports and

found that only one out of three tables was directly introduced by the word "Table". This finding indicates that some business graduates lack the skills of introducing visuals in highly professional reports. This makes it essential to familiarize freshman business students with the common ways of introducing visuals items in a text. There are two ways of referring to tables such as *"...as we can see from the final column in Table 1"* or *"Table 1 shows"*. Similarly, figures can be introduced using *"As shown in Figure 5,"* or *"Indicated in Figure 5,"* or *"(see Figure 5)"*.

- Heading techniques

Another important component of visual devices that students may omit in both written and oral reports is providing a heading for the visual device. Ruize et al. (2005) highlight the nonexistence of headings to many visual items in students' texts and the infrequent use of the word "table" or "graph" in students' business writing. Defining each visual item presented in a text informs the reader of the purpose of the visual item. The absence of visual headings hinders the audience's ability to clearly understand the function and the content of a visual. Therefore, it is essential to tag visuals with headings. Headings should describe the content of the graphic. They are placed above tabular displays. Headings of the other visual representations are placed below them (Lesikaer et.al. 2008). The following are some guidelines and instances about visuals' headings.

- Locations

To ensure effective communication, the visual should be placed next to the nearest place in which it is first referred to. Placing all visuals at the end of a document, usually in the appendix, does not help readers to easily understand the document, as they have to go to the end of the document whenever they want to see the visual. Accordingly, to minimize the readers' effort and cognitive load, visuals should be as close as possible to the text to which they are related (El-Sakran 1995). However, visuals that summarize the entire report should be placed in the appendix (Lesikaer et.al. 2008). In this case, references to these visuals have to be introduced in the text so that readers know of their presence in the appendix.

- Size

Determining the graphic's size is the first decision that should be made when inserting a visual within a text. A visual's size should justify its importance and content. For example, if the graph is simple, a quarter of a page is a reasonable size. However, if the graph is displaying complex information, a full page could be allotted (Lesikaer et.al. 2008).

- Font and font style

The type of font and formatting style used to present visuals in a document should be consistent. Lesikaer et.al (2008) indicate that the style of the font is the look of the typeface (e.g., bold, italic), while the font is the design of the letters (e.g., Calibri, Times New Roman). The size of font is another important consideration in designing visuals.

- Borders and colors

Borders can be used to separate the visuals from the text and enhance the appearance of the visual. Colors are used in visuals to help viewers see the similarities and differences in the information presented. Colors also enhance graphic understanding and help viewers read the information at a glance.

- Numbering

Graphics are part of the document, thus all of them must be numbered sequentially. There are many numbering systems that can be followed, given the structure of the document. Below is a discussion of different scenarios and the possible numbering system(s) suitable for each scenario.

The first scenario is when the document has several types of visual representations, two or more categories In this case, each category should be numbered sequentially. For example, if the report comprises three tables, five graphs, and two charts, their numbers would appear as Table 1, Table, 2, Table 3; Graph 1, Graph 2, Graph 5; and Chart 1, Chart 2.

The second scenario is when the report has graphics with a variety of types. In this case, graphics could be titled: tables and figures. Figures encompass all visuals except tables which should be given different numbers.

- Language Features

Some college students may lack the skills necessary to interpret visuals in written and oral forms using the English linguistic system (Widdowson 1979). Therefore, ESP instructors should teach students different types of sentence structures, such as passive and active sentence structures, and basic grammatical rules required to write a coherent and unified interpretation of any type of visuals. In the section below, the basics required to accurately write and speak about visual representations are discussed.

- Linking adverbials

Linking adverbials and adverbial connectors, such as *"however, for example, and in addition"* are essential structures of academic and technical writing (Friginal 2013). Using these words or phrases correctly creates a cohesive text. Beside these connectors, students have to master the use of coordinators and subordinators, because using them effectively clarifies connections within the text. Business students need to develop language competency to enable them to clearly present logical discourse. Altenberg and Tapper 1998, and Friginal 2013 argue that for achieving cohesion in presenting reports, students have to be encouraged to use linking adverbials in their academic work.

- Reporting verbs

Friginal (2013, 212) investigated the reporting verbs college students use. His research revealed that "students exhibited a tendency to 'overuse' specific verbs such as *"show"* and *"find"* while at the same time demonstrate a limited range of reporting verbs." He also indicates that reporting verbs are not carefully covered in many writing classes. Introducing students to the common reporting verbs permits them to diversify their verbs and lessen the frequency of using the most common verbs when interpreting visuals.

- Verb tenses

Using the correct verb tense is important when describing visuals. Choosing the wrong verb tense confuses the reader or the audience. In general, the simple present is used to describe visuals that present facts or permanent situations, such as a company's current financial performance, while the present continuous is utilized to refer to temporary situations such as a positive change in a company's share price following the announcements of good news. In addition, the present perfect usually describes trends that link past with present directions such as change in the inventory level over a period of time. Future tenses are usually used to predict future events such as a company's future budget and future predictions.

- Adjectives

Most business reports provide comparisons between data sets presented in one form or different forms of visuals. Accordingly, students need to know the difference between adjectives ending with "ed" and "ing" and how to use comparative and superlative adjectives accurately. There are different forms for comparing data that are usually used in academic reports. For instance, in formal written reports, comparison is likely to use words such *"slight"*, *"considerable"*, *"significant"* while in semi-formal reports, such as oral presentations, presenters can use words such as *"even"*, *"far"*, *"a great deal"*, *"a little"*, *"a lot"*, *"much"*.

- Adverbs

Using the precise adverb is important in describing the data presented in graphs because they give more information about the verbs, adjectives or other adverbs. Adverbs can tell the reader more about the degree, manner, time, frequency, and intensity of adjectives, verbs, or other adverbs. For example, adverbs of intensity show the degree of an adjective or adverb.

- Prepositions

To write accurate professional reports students need to choose the correct prepositions that follow common nouns used for describing data and trends. For example, the preposition "for" is used after words such as: *"explanation"*, *"idea"*, *"reasons"*.

5.2. Communicative oriented syllabus

Since ESP courses are usually designed on the basis of a communicative oriented syllabus and the need to develop college students' communicative competency in English, curriculum designers should view English as a means of communication used to convey information and ideas (Widdowson 1979). Communicating information through visual representations is essential for both students' academic achievement and professional success. An English communicative function curriculum should be based on two types of knowledge: knowledge about the formal aspects of the English language and knowledge that students acquire within their academic subjects (Halliday 1969, Widdowson 1979).

- Principles for Designing Communicative Exercises

Four central principles are adopted in designing the tasks given below. These principles are: *rhetorical transfer, information transfer, gradual approximation* and *exemplification*. The following sections explain each principle in more details. According to fundamental pedagogic principles that relate any new learning tasks to previous knowledge learners already recognized (Widdowson 1979), the exercises developed for business students should rely on information students already know from their major and knowledge of the English language system. For designing exercises to connect students' knowledge about multiple forms and functions with their knowledge of English constructions, this project adopts Allen and Widdowson's (1974b) "rhetorical transfer" and "information transfer" principles.

- Rhetorical transfer principle

Based on the rhetorical transfer principles, students are required to transform a set of data into an appropriate communicative act, or transform a particular communicative act into an alternative one. For example, students might be provided with a set of simple

sentences describing a specific process and asked to transfer them to a set of instructions; the exercise may become more difficult if students are asked to transform the instructions into a report. Widdowson (1979) states that rhetorical transformation provides exercises that cover a wide range of language structure manipulation.

- Information transfer principle

An information transfer activity "is an activity involving the reproduction of information either from a diagrammatic or semi-diagrammatic form into a fully linguistic form or vice versa" (Palmer 1991, 79). Storla (1993) defines an Information Transfer technique more specifically as follows: "Information transfer technique means translating data from one form to another. We move from the Reading or Listening text to graphic stimuli, or visual like charts, graphs, diagrams, figures, maps, etc and vice versa" (5).

Information transfer technique requires converting the information from one form into another. Information transfer is changing the verbal language form into a nonverbal form, and vice versa, or presenting the same information in two different forms. According to Palmer (1989) and Widdowson (1979) information transfer activities require students to manipulate information deeply, which in turn promotes learning. Information transfer tasks also promote vocabulary learning. Nation (1989, p. 64) indicates that "the ability to fit a text into an existing schema has a positive effect on learning unknown vocabulary contained in the text."

The activities provided below are based on information transfer to enable learners to practice language in a written or spoken text by presenting the text in another form. Both receptive and productive language moods are presented in language transfer activities. For the receptive language mode, students are expected to read texts (input) and then complete a diagram or chart that represents the text in another form. For the productive language mode, students are given a chart or a graph and they will be asked to compose a piece of writing or formal conversation that transfers the visual data into comprehensive sentences.

- The gradual approximation principle

Gradual approximation principle is simply the gradual increase in task difficulty. Robinson (2003) defines it as sequencing tasks on the basis of increasing their cognitive complexity. Sequencing tasks from simple to complex formulates an optimal condition for exercises (DeKeyser 2002). According to Widdowson (1979) "gradual approximation begins by providing exercises within the scope of the learners 'linguistic competence in English and then gradually realizes its communicative potential by making an appeal to the other kind of knowledge that the learners have" (77). Thus, the starting point is developing students' skills in producing a proper sentence and gradually challenging students towards the final product, which is an appropriate discourse. For example, the activities may start by presenting information in a basic chart and asking students to explain the chart in writing. Then, slowly, the teacher adds more information to the visual item to gradually raise the difficulty of the task.

- Exemplification principle

Exemplification is a technique that provides learners with a specific sample or model representing a skill or concept that draws the learners' attention (Watson and Mason 2005). Generally, learners appreciate examples as they internalize them as template guides for solving problems (Liz et al. 2006). Following behaviorist theory, examples have been

viewed as stimuli that provoke the learning process (Thorndike et al. 1924). The exemplification technique is adopted to scaffold students' learning and to providing them with a model to follow.

In addition, authenticity of materials should be a concern here. Several studies related to business discourse highlighted the importance of using authentic materials to enhance communication skills (Gimenez 2002). Sabet and Mahsefat (2012, 218) mention that "the authentic input allowed learners to focus on a wider range of features than is normally possible . . . and that this noticing had beneficial effects on learners' development of communicative competence." Therefore, some of the below exercises are based on visuals adopted from actual company reports as well as newspapers and magazines.

6. Conclusions and implications

Research shows that college candidates usually have difficulty interpreting, comparing, and constructing data presented in graphs (Ryker 2001). The exercises presented below give a general overview about types of visuals, their functions, weaknesses, and strengths, as well as their relationship to the matrix text with the aim of developing students' awareness of the basics of using visuals to communicate information. They also provide essential guidelines needed to maintain clarity and readability of visual representations.

Pedagogical implications

Teachers should introduce basic knowledge and gradually build on this knowledge by adding more details. They need to invest time assisting learners by giving them ample opportunities to work on their weaknesses and to write and talk about visuals. For the writing activities, a process writing approach, in which students write multiple drafts and receive feedback from both their teacher and peers, will be optimal. Following this approach, instructors can assess the competence in using the appropriate vocabulary and grammar. Instructors should also encourage students to describe the visual data orally, and assess students' speaking and presentation skills. Fourth, instructors should encourage the communicative teaching approach, because business contexts depend on communication. Fifth, students should be encouraged to use social media to look for authentic data disclosed by real companies and to present them in class, in written and oral forms.

Limitations and Suggestions

The focus here has been on writing skills. However, listening activities are essential because they provide students with accurate pronunciation for vocabulary related to describing graphs and also with opportunities to listen to grammatically well-structured sentences. Listening activities also offer learners appropriate examples of how to report visuals in presentations, the use of intonation, and semi-formal structures used when describing graphs, compared to formal ones used in written reports.

This research is based on reviewing a small sample of textbooks used by business students. A comprehensive review of a wider range of textbooks could provide a clearer picture of the proportion of visuals in business textbooks. Furthermore, a larger number of student and professor interviewees would provide more insight and ensure valid data in future research. Finally, the materials designed for this unit are paper-based and do not count on utilizing technology. Presenting the activities in an electronic format would probably empower students' learning process. Therefore, it is suggested that the materials could be supplemented with:

- CDs to overcome the lack of listening activities and to provide extra activities that include immediate feedback.
- Exercise books with drills, tests for self-assessment and development, books for measured testing activities with answer keys.
- A teacher's instruction manual with detailed advice and additional resources.

The authors also suggest that these exercises be piloted and evaluated.

Additionally, students could be assessed before and after using these exercises to check students' gains.

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APPENDIX

Sample Lessons

PART 1: MECHANICS

LESSON 1:
THE TYPES OF VISUALS AND THEIR FUNCTIONS

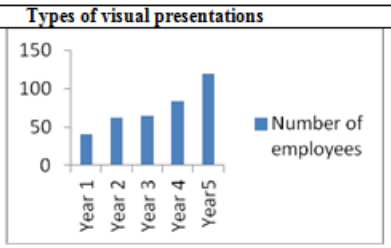
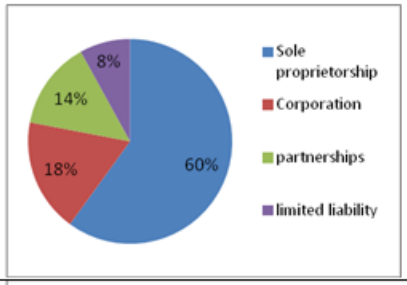
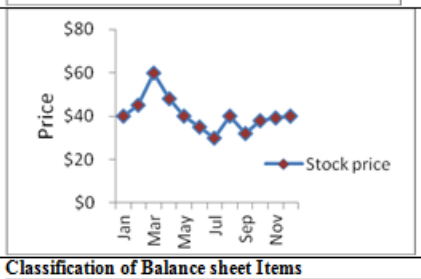
Goal: to use graphics effectively in business

Objectives: to achieve this goal, students should be able to
a. identify the types of visuals,
b. specify the proper use of each type, and
c. identify the components of the graphs.

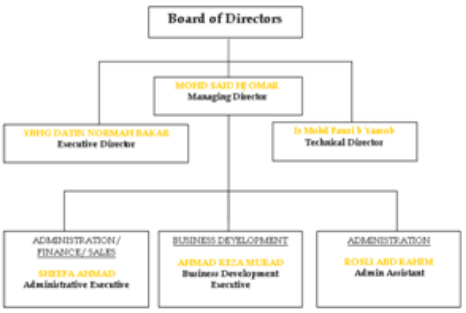
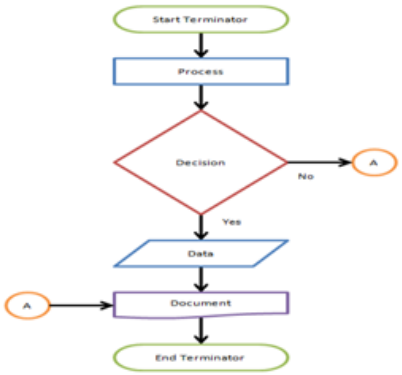
Content:

To understand the function of a graph, you need to know that each type of graph has characteristics that are useful in certain situations.

Table 1 Types of visual presentations: usage and weaknesses

<table>
<tr><th colspan="3">Types of visual presentations</th><th>Usage</th><th>Weaknesses</th></tr>
<tr><td rowspan="3">Graphs</td><td>Bar graph</td><td> 
</td><td>-To compare values and the relationship being empathized
-To represent several variables in one graph
-To present data vertically or horizontally</td><td>-Do not clearly show the parts in relation to the whole</td></tr>
<tr><td>Pie graph</td><td> 
</td><td>-To compare and contrast the quantities or frequency of different data</td><td>-Not relevant when components do not add up to 100%
-Do not show trends</td></tr>
<tr><td>Line graph</td><td> 
</td><td>-To show information that changes over time
-To plot several variables in one graph</td><td>-Not relevant when time is not a variable</td></tr>
<tr><td>Tables</td><td>Textual table</td><td>Classification of Balance sheet Items
<table>
<tr><th>Balance sheet Items</th><th>Criteria</th></tr>
<tr><td>Long term asset</td><td>A resource owned by a company and has a future economic value.</td></tr>
<tr><td>Short term asset</td><td>A resource owned by a company and it can be used up, expired or change over a year.</td></tr>
<tr><td>Long term liabilities</td><td>Obligations a firm has to pay after a year.</td></tr>
<tr><td>Short term liabilities</td><td>Obligations a firm has to pay within a year.</td></tr>
</table></td><td>-To present qualitative data.

-To show categories of different items</td><td></td></tr>
</table>

<table>
<tr>
<td rowspan="3">Charts</td>
<td>Statistical table</td>
<td>
Descriptive Statistics for CIO firms
<table>
<tr><th>Variables</th><th>Mean</th><th>Median</th><th>Std. deviation</th></tr>
<tr><td>Total Assets</td><td>2378</td><td>2568</td><td>2.10</td></tr>
<tr><td>Equity</td><td>1875</td><td>1653</td><td>1.30</td></tr>
<tr><td>R&D</td><td>45</td><td>34</td><td>0.2</td></tr>
<tr><td>EPS</td><td>2.1</td><td>2.3</td><td>0.02</td></tr>
</table>
</td>
<td>-To present descriptive or inferential statistics</td>
<td></td>
</tr>
<tr>
<td>Numerical table</td>
<td>
Cash account at SIB
<table>
<tr><th>Year</th><th>Account balance, beginning of year</th><th>Deposit at beginning of year</th><th>Interest earned during year</th><th>Total in account at end of year</th></tr>
<tr><td>1</td><td>0.00</td><td>100.00</td><td>6.00</td><td>106.00</td></tr>
<tr><td>2</td><td>106.00</td><td>100.00</td><td>12.36</td><td>218.36</td></tr>
<tr><td>3</td><td>218.36</td><td>100.00</td><td>19.10</td><td>337.46</td></tr>
<tr><td>4</td><td>337.46</td><td>100.00</td><td>26.25</td><td>463.71</td></tr>
<tr><td>5</td><td>463.71</td><td>100.00</td><td>33.82</td><td>597.53</td></tr>
</table>
</td>
<td>-To represent quantitative data</td>
<td></td>
</tr>
<tr>
<td>Organizational Chart</td>
<td> 
</td>
<td>-To show the structure of organization's positions.
-To reveal the relationships and relative ranks of an organization positions</td>
<td></td>
</tr>
<tr>
<td>Flowchart</td>
<td> 
</td>
<td>-To show logic sequences describing a process from start to end.
-To indicate information flow</td>
<td></td>
</tr>
</table>

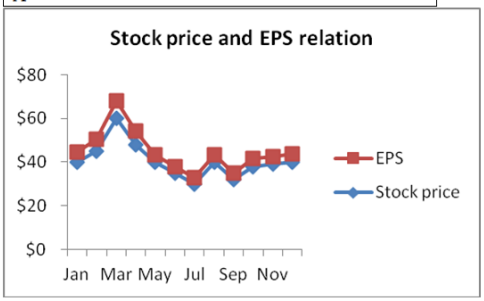
Exercises

Exercise 1

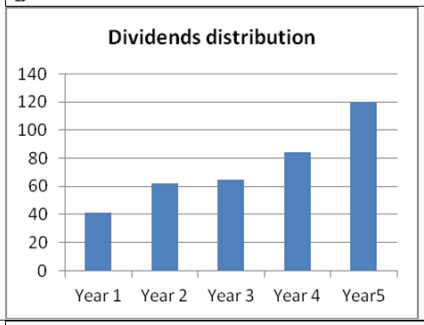
The following visuals are to be presented in a research Using the following words, label the graphics below.

Line graph	Flow chart	Statistical table
Bar chart	Pie chart	

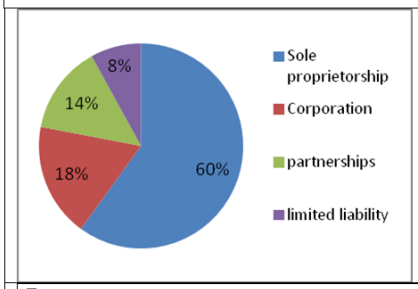
A



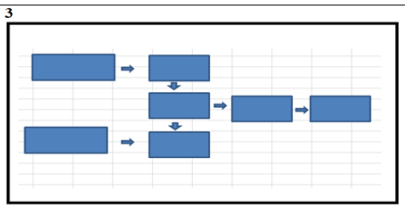
B



C



D



E

Variable	Mean	Median	Variance
R&D	0.20	0.16	0.002
EPS	0.05	0.03	0.012
Dividends	0.40	0.30	0.015
Stock price	4.0	3.8	0.256

Exercise 2

Select the correct answer for the following:

1. Which kind of visual would be used to represent amount of dividends distributed by IBM over the last five years?
    a. Bar graph
    b. Line graph
    c. Pie graph
    d. Flow chart

2. Which kind of visual would be used to represent the percentage of sales of the following mobile phones: iPhone, Samsung, Blackberry and Nokia in the UAE.
    a. Bar graph
    b. Pie graph
    c. Flow chart
    d. Line graph
3. Which kind of visual would be used to represent the number of internet users in GCC.
    a. Bar graph
    b. Pie graph
    c. Flow chart
    d. Line graph
4. Which kind of visual would be used to represent the statistical descriptive of certain variables reported in a research paper.
    a. Bar graph
    b. Pie graph
    c. Flow chart
    d. Statistical table
5. Which kind of visual would be used to represent the logic sequences describing the sales cycle of a company.
    a. Bar graph
    b. Pie graph
    c. Flow chart
    d. Line graph
6. Which kind of visual would be used to represent the total sales of the iPhone, Samsung, Blackberry in the GCC.
    a. Bar graph
    b. Pie graph
    c. Flow chart
    d. Line graph
7. Which kind of visual would be used to represent the responsibilities of the relationships among company employees?
    a. Bar graph
    b. Pie graph
    c. Flow chart
    d. Organizational chart
8. Which kind of visual would be used to represent the changes in the inflation rate in the last decade in the UAE?
    a. Bar graph
    b. Flow chart
    c. Line graph
    d. Pie graph
9. Which kind of visual would be used to represent different categories of the assets represented in the balance sheet of IBM and the definition of each.
    a. Bar graph
    b. Flow chart
    c. Line graph
    d. Textual table

10. Which kind of visual would be used to represent the daily stock price of Emmar Corporation over the last three months?
    a. Bar graph
    b. Line graph
    c. Pie chart
    d. Numerical table

Exercise 3

Use the information listed in the table below to decide the best graph for each set of dates provided.

Visuals	**Type of graphs**
<table><tr><td>Product</td><td>Market share</td></tr><tr><td>Camry</td><td>40%</td></tr><tr><td>Corolla</td><td>25%</td></tr><tr><td>Prado</td><td>20%</td></tr><tr><td>Fortune</td><td>15%</td></tr></table>	
<table><tr><td>Cleats sold</td><td>Nike</td><td>Adidas</td><td>Rebook</td><td>New Balance</td><td>Others</td></tr><tr><td>2011</td><td>32</td><td>35</td><td>8</td><td>15</td><td>10</td></tr><tr><td>2012</td><td>38</td><td>30</td><td>17</td><td>10</td><td>5</td></tr><tr><td>2013</td><td>35</td><td>25</td><td>20</td><td>12</td><td>8</td></tr></table>	
<table><tr><td>Year</td><td>Purchasing power of $1 in 2001 terms</td></tr><tr><td>1980</td><td>2.15054</td></tr><tr><td>1981</td><td>1.94932</td></tr><tr><td>1982</td><td>1.83486</td></tr><tr><td>1983</td><td>1.77936</td></tr><tr><td>1984</td><td>1.70358</td></tr><tr><td>1985</td><td>1.64474</td></tr><tr><td>1986</td><td>1.61551</td></tr><tr><td>1987</td><td>1.56006</td></tr><tr><td>1988</td><td>1.49701</td></tr><tr><td>1989</td><td>1.42857</td></tr><tr><td>1990</td><td>1.35501</td></tr></table>	

Exercise 4

Assume that you are working for Samsung Company and you have been handed a table with figures that detail the amount of people who preferred Samsung over Apple phones in a survey that needs to be displayed in a brochure. What is the appropriate type of graph(s) you can use to give a snapshot that compares Samsung users to Apple users that lets the reader understand the difference almost instantly? Support your answer.

_____
_____
_____

Exercise 5

The following dates show the median Chicago local family income from 2000 to 2005 as reported by the U.S. Census Bureau. What type of graph(s) can be used to present the date provided? Support your answer.

Years	Family income
2000	$ 50,000
2001	$ 55,000
2003	$ 57,000
2004	$ 59,000
2005	$ 60,000

_____
_____
_____

LESSON 2:
THE ESSENTIAL MECHANICAL COMPONENTS OF A VISUAL ITEM

Goal: use the general mechanics of constructing graphics

Objectives: to achieve this goal, students should be able to

a. use the general mechanics of constructing graphics-numbering, titles, title placement, size, layout, colors, acknowledgments, and footnotes, and
b. place graphics in the text, effectively.

Content: General mechanics that should be followed when integrating visuals in a text:

1. Numbering

a. All visuals included in a document must be given numbers.
b. If the document has more than one visual type, visuals should be numbered consecutively by type.
c. It is important to sort visuals into tables and figures (graphs, diagrams, charts, photographs). Figures include all types of visuals, but not tables, e.g., if the document has three tables, two graphs, and three photos, they should be numbered under two categories, namely, tables and figures: Table 1, Table 2, Table 3, and Figure 1, Figure 2, Figure 3, Figure 4, Figure 5.

2. Title and Caption

a. A visual title provides an indication of the information being presented in the graph, and it must be located below the graph and above the table.

b. All components of a visual have to be labeled, and they should be located near or over the parts of the visual they are identifying.

c. Units of measurements should be clearly labeled on the axes.

3. Size

a. The size of a graph depends on its contents and importance rather than convenience. For example, if a graph is simple, one quarter of the page is enough. However, if a graph presents complex or detailed information, a full page is appropriate.

4. Layout and Color

a. To ensure clarity, the font and style should be consistent throughout the document.

b. Leaving an appropriate white space around a visual item is important to separate it from the text.

c. Information presented in a table should be arranged vertically.

d. The elements of data should be displayed in columns, rather than rows for easier data comparison. The way the table is constructed dramatically affects its readability (Beall & Trimbur, 1995).

e. Shading, typography, or fonts are important in tables to make chunks of data stand out clearly.

f. It is necessary to keep the number of colors in a graph to minimum (five per chart) and to identify the meaning of each color is sending (Flanagan, 2007).

5. Acknowledgments and Footnotes

a. Any explanatory information needs to be added to the visuals and should be placed in footnotes below the visual item.

b. If the visual item was adopted from another document, acknowledgment must be included in parentheses at the bottom in the graphic content, e.g., (Source: UAE Department of Commerce).

6. Placing Graphics

a. Positioning a visual within a text must be done with care.

b. Graphs and tables should be placed close to the part of the text to where it was first referred.

c. A graphic item should be placed in the middle of the page.

d. If a visual size is so large that it could affect the flow of the text, it is better to be placed in the appendixes section (Eunson, 1995).

e. Graphics that are necessary for the completion of the document, but does not fit in a specific part in the text, should be reported in the appendix.

Exercises

Exercise 1

The following visuals are to be presented in a research paper in the sequence below. Number these visuals in the correct order.

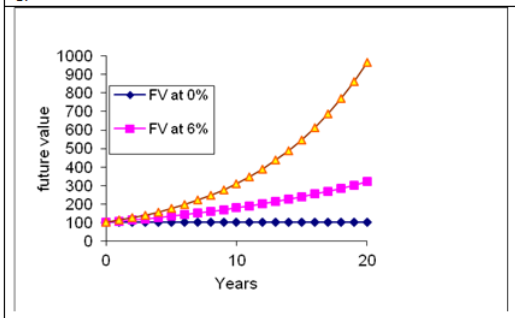
A. ----------

B.----------

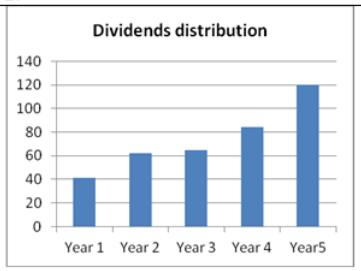
Descriptive Statistics for CIO firms

Variables	Mean	Median	Std.
Total Assets	2378	2568	2.10
Equity	1875	1653	1.30
R&D	45	34	0.2
EPS	2.1	2.3	0.02

C.----------



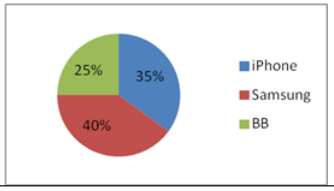
D. ----------



E.----------

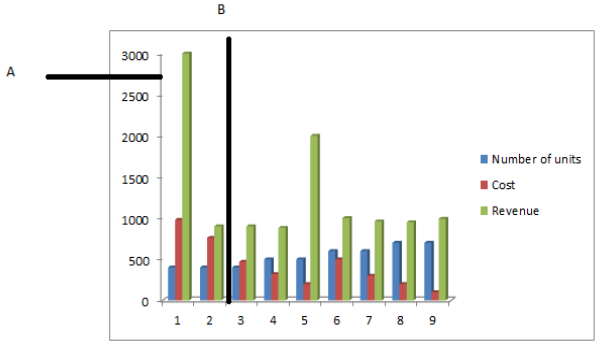
Mobile sold	iPhone	Samsung	Blackberry
2011	32000	35000	8000
2012	38000	30000	17000
2013	35000	25000	20000

F.----------



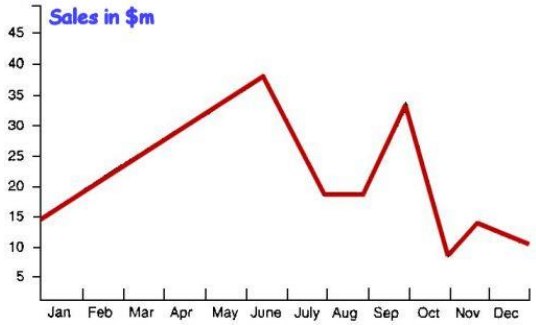
Exercise 2

The following bar graph shows the relationship between cost, revenue, and number of units sold. Give a relevant title to the graph, and label its components where necessary.



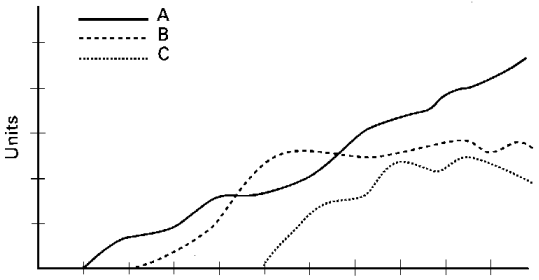
Exercise 3

The x axis of this graph shows the company sales over the last twelve months. The amount of sales expressed in millions of dollars appears on the y axis. Give a relevant title to the graph, and label its components where necessary.



Exercise 4

The following line graph compares three products A, B, and C. The X axis shows time over ten years, while the Y axis shows sales in number of units. Provide an appropriate title for the graph, and label its components.



Exercise 5

In the following table that was extracted from a research paper, place the following words in the correct box below:

a. Table legends b. Table body c. Columns title
d. Footnote e. Caption

TABLE 2
Cumulative Abnormal Returns

Table 2 reports the cumulative abnormal returns around the announcement date, termination date, and over a window of 60 days prior to the announcement to 60 days subsequent to the withdrawal of the transaction. CARA = Target cumulative abnormal return surrounding the announcement date; CARW = Target cumulative abnormal return surrounding the withdrawal date; CARM = Target abnormal return for 60 days before the announcement (A) through 60 days after the withdrawal (W).

Day	*CARA (-5,5)*		*CARW (-5,5)*		*Day*	*CARM (-60,60)*	
	N	*Mean*	*N*	*Mean*		*N*	*Mean*
-5	291	-0.0015	289	0.0021	-60 ;-41A	269	-0.0142*
		(0.47)		(0.25)			(0.10)
-4	291	0.0023	289	-0.004	- 40;-21A	269	-.0107
		(0.50)		(0.13)			(.029)
-3	291	0.0033	287	-0.0052*	-20;-11A	268	-0.0012
		(0.42)		(0.10)			(0.86)
-2	291	0.0085*	288	-0.0066*	-10;-2A	269	0.0159**
		(0.06)		(0.07)			(0.02)
-1	290	0.0139***	288	-0.0086**	-1; 0A	265	0.0489***
		(0.00)		(0.04)			(0.00)
0	287	0.0568***	287	-0.0203***	+1 A;-1W	276	0.0633***
		(0.00)		(0.00)			(0.00)
1	289	0.0748***	288	-0.0316***	-1; 0W	263	-0.0158***
		(0.00)		(0.00)			(0.00)
2	290	0.0754***	288	-0.0302***	+1; +10W	263	-0.0142**
		(0.00)		(0.00)			(0.04)
3	290	0.0712***	288	-0.030***	+11;+20W	263	0.0001
		(0.00)		(0.00)			(0.98)
4	290	0.0708***	288	-0.0317***	+21; +40W	259	0.0209***
		(0.00)		(0.00)			(0.01)
5	291	0.0695***	287	-0.0310***	+41; +60W	258	0.0064
		(0.00)		(0.00)			(0.47)

****, **, *: statistically significant at 1%, 5%, and 10% levels, respectively based on two tailed tests. The p values are between parentheses.*

Source: Boubakri, N. A. Chazi and A. Khallaf, 2010. Terminated Bids: An Empirical Investigation of Target Performance. Quarterly Journal of Finance & Accounting, 49 (3/4) 87-111.

LESSON 3:
INTRODUCING AND REFFERING TO VISUAL WITHIN A TASK

Goal: Introducing visual items within a text

Objectives: To achieve this goal, students should be able to use appropriate language to introduce a visual in the text.

Content:

1. Referring to a visual within a text can follow one of two different methods: direct (active sentence structure) and indirect (passive sentence structure).
   a. Direct method

Figure 1 Table 1	→	reveals compares displays provides	→	the experimental data of . . . the results obtained from the preliminary analysis of . . . the inter correlations among the nine measures of the breakdown of X according to . . . an overview of . . . the summary statistics for . . .

   b. Indirect method

The results obtained from the preliminary analysis of X		are shown		
		can be compared		
The results of the correlational analysis	→	are presented	→	in Table 1.
		are set out		
The themes identified in these responses		are summarized		in Figure 1.

2. Below are some useful phrases for highlighting significant data in visual representations.
   - It is apparent from this table that very few_____.
   - This table is quite revealing in several ways. First, unlike the other tables _____.
   - In Figure 5 there is a clear trend of decreasing _____.
   - The differences between X and Y are highlighted in Table 4.
   - From the chart, it can be seen that by far the greatest demand is for _____.
   - Data from this table can be compared with the data in Table 4.6 which shows _____.

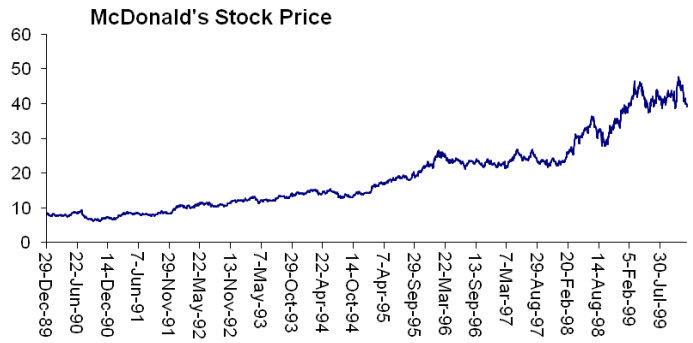
3. When referring to a visual within a text, the model below that connects the visual, the topic, and the context can be followed.

Reference	**Topic**	**Context**
This diagram shows	rates of inflation growth	over the last five years.
This graph depicts	the changes in stock prices	between 2000 and 2010.
This table lists	the top ten products	in the Mobil market.
As shown in Figure 3,	cash flow increased	between 2004 and 2007.

Exercises

Exercise 1

Refer to the following figure in the text using both the direct and indirect methods.

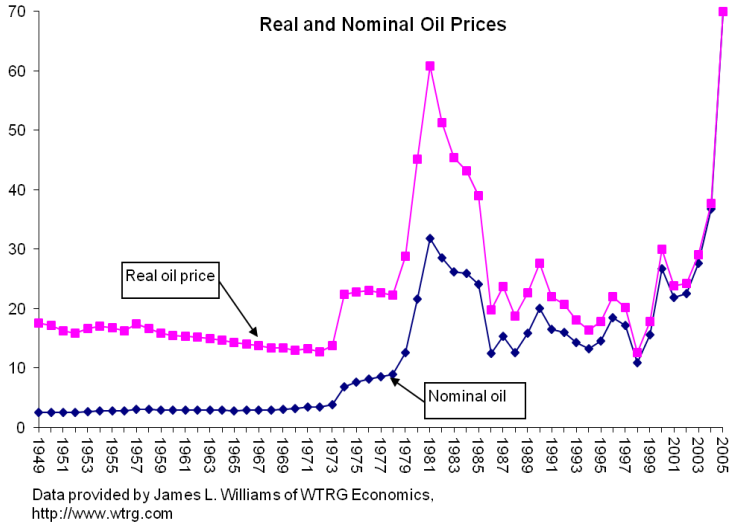


Direct method:

Indirect method:

Exercise 2

Refer to the following figure in the text using both the direct and indirect methods.



Direct method:

Indirect method:

PART 2: LANGUAGE

LESSON 1: VOCABULARY

Goal: using the appropriate vocabulary to describe trends

Objectives: to achieve this goal, students should be able to

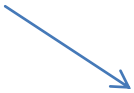
a. use different sentence structures to describe trends;
b. use the correct verbs, nouns, and phrases to describe trends, and
c. use the appropriate adjectives and adverbs to show the degree and speed of trends.

Content:

1. In business subjects, students are usually required to describe trends such as a change in the stock prices of a certain company over a period of time. Describing trends or changes consists of two parts:
   (a) Describe a movement using a verb plus an adverb,
   Verb + adverb
   Example: Chill's sales increased significantly over the last year.
   (b) Describe a movement using a noun plus an adjective.
   Adjective + noun
   Example: there was a significant increase in Chill's sales over the last yea

2. Expressing movement: the table presented provides helpful verbs and nouns to describe the movement of a line.

Table 2 List of useful verbs and nouns describing trends

Expressing the movement	**The movement of a line**			
	Upward movement	Downward movement	Horizental movement	Upward and downward movements
				
Verbs	to rise to increase to grow to surge to improve to go up to recover to escalate to pick up to ascent	to fall to decrease to drop to slump to reduce to go down to plunge	to stabilize to maintain to keep to even out to flatten out	to fluctuate to vary to up and down
Nouns	a rise an increase a growth a surge an improvement	a fall a decrease a drop a slump a reduction	a stability maintainability	
Phrases	to show an upward trend to reach a peak	to show a downward trend to reach a bottom	to remain constant	

It is important to use vocabulary that differentiates between the degree of a change and the speed of the change. The following tables provide some helpful adjectives and adverbs that can be used in both situations.

Table 3 List of adjectives and adverbs describing trends

To describe the degree of a change		**To describe the speed of a change**	
Adjectives	**Adverbs**	**Adjectives**	**Adverbs**
Sharp	Sharply	Quick	Quickly
Dramatic	Dramatically	Rapid	Rapidly
Enormous	Enormously	Swift	Swiftly
Spectacular	Spectacularly	Sudden	Suddenly
Steep	Steeply	Steady	Steadily
Significant	Significantly	Gradual	Gradually
Considerable	Considerably	Slow	Slowly
Moderate	Moderately		
Slight	Slightly		
Small			
Minimal	Minimally		

Transitive and intransitive verbs. The verbs describing changes in trends are transitive and intransitive. Transitive verbs are verbs that have objects (e.g., *the government plans to raise the basic level of income tax*). Intransitive verbs do not need objects (e.g., *the basic level of income tax increased*). The following table classifies the upward verbs and the downward verbs that describe movements as transitive or intransitive.

Table 4 Transitive and intransitive verbs describing trends

Transitive		**Intransitive**	
upward	**Downward**	**Upward**	**Downward**
Put	Decrease	Increase	Decrease
Rise	Drop	Rise	Fall
Set up	Put	Grow	Drop
Increase	Push	Go/Be up	Go/Be down
Expand	Down	Expand	Decline
Improved	Cut	Boom	Collapse
Push	Reduce	Rocket	Slump
		Soar	Plummet
		Gain	Plunge
		Improve	Tumble
		Advance	Dip

5. Ergative verbs. These are verbs that affect the subject rather than the object of the verb, and they are known to have a middle voice compared to active or passive voices (Halliday, 1967; Look, 1996). When the focus is on what is happening and not who is causing it, the middle voice is a good choice. Some common ergative verbs are *"increase", "accumulate", "adapt", "adjust", "alter", "commence", "contract", "distort", "expand", "focus", "incline", "reverse", "shift", and "transform"*. The following example illustrates how the verb "increase" can be used in the active, passive, and middle voice.

Active voice	The government increased taxes.
Passive voice	Taxes were increased by the government.
Middle voice	Taxes increased.

Exercises

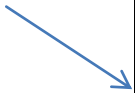
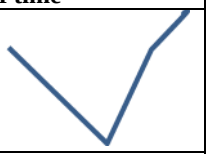
Exercise 1

The following are some words or phrases that describe the change in a company's stock prices over the last month.

Increase	Fall	Surge	A slump
Stability	Rise	Growth	Keep
Climb	Remain	Reduce	Fluctuate
Improvement	an increase	Dramatically	a decrease
Reduction	Steady	Stability	Significantly

Requirements:

a. Place the words that describe the correct movement of the stock price in the table below.
b. Add more words of your own when needed.

Words	**Stock price movement over a period of time**			
				
Verbs	Increase			
Verbs				
Verbs				
Verbs				
Verbs				
Nouns				
Nouns				
Nouns				
Nouns				
Nouns				
Adverbs				
Adverbs				
Adverbs				
Adverbs				

Exercise 2

The following words describe the change in the number of units produced over the month of January and the lines below the table depict these changes.

B	Growth		row		decrease
	go up		fluctuate	**B**	reduction
	improvement		fall		Surge
	Decline		Remain		Vary
	Increase		Slump		Rise

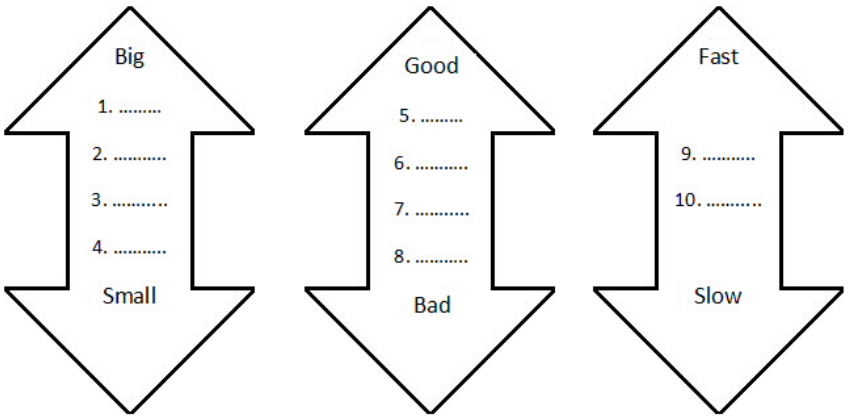
A B C D

Requirement: For each word in the table above, place the letter (A, B, C, and D) of the line which it describes in the adjacent box.

Exercise 3

Choose from the adjectives below the word that correctly describes the kind of change and write it in the proper space in the arrowed diagram. The first one has been answered for you.

a (an)	Substantial	slight	steady	minimal	sharp	increase
	Rapid	moderates	enormous	dramatic	huge	



Exercise 4

Circle the word that does not fit the context in the following sentences:
1. Supply increased (slightly, steadily, tremendously, disappointingly).
2. Earnings per share rose (sharply, considerably, keenly, marginally).
3. Sales slumped (moderately, disastrously, suddenly, rapidly).
4. The price of gold fluctuated (enormously, wildly, gradually, dramatically).

Exercise 5

Rewrite the sentences in the above exercise by using a noun instead of a verb:
1. There was a(n)
2. There was a(n)
3. There was a(n)
4. There was a(n)

Exercise 6

Write the missing adjectives or adverbs. The first one has been done for you.

Dramatic – dramatically	Impressive -.....	Slight - ……..
Slight - ……	Sharp - …….	Steeply - …….

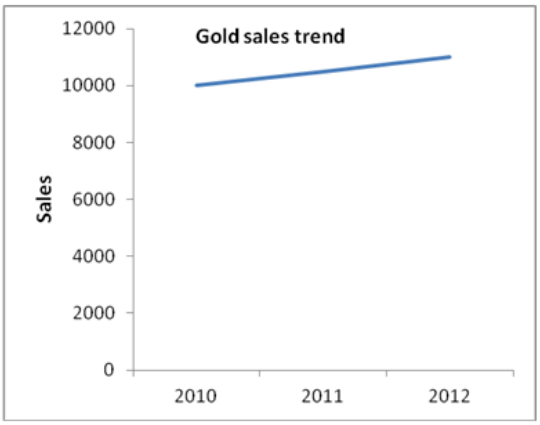
Exercise 7

The sentences below are written using the active or passive voice. Rewrite these sentences using the middle voice. The first one has been done for you.
1. GE Corporation adjusted its advertisement plan in the Middle East.
2. The Islamic banks expand its business in Europe.
3. The operating expenses are increased in the manufacturing industry.
4. Pollution problems have been accumulating in the chemical industry.
5. Emmar Company altered the insurance policy for its employees in the GCC.

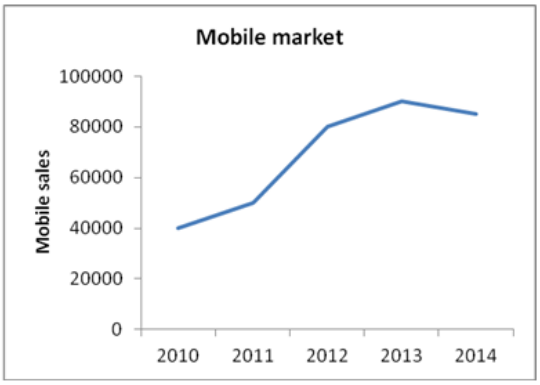
Answer:
Advertisement plan adjusted

Exercise 8

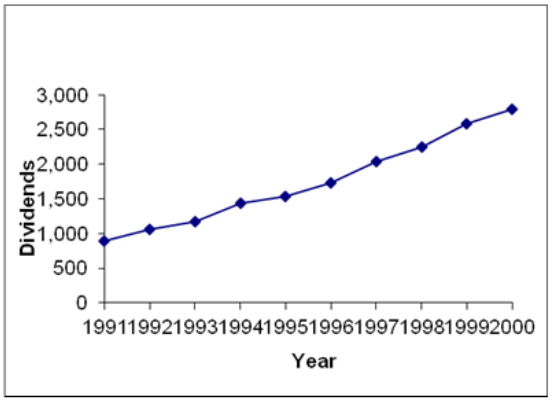
Use the appropriate adjective (or adverb) to complete the sentences next to each graph.



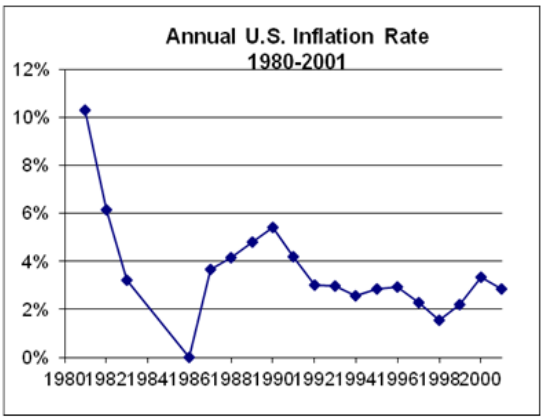
1. Sales of gold showed a_____increase between 2010 and 2012.
2. Sales of gold increased _____between 2010 and 2012.



1. The domestic mobile market showed an…….. growth of 50% for three consecutive years from 2011 to 2013.
2. The domestic mobile market grew……by 60% for three consecutive years from 2011 to 2013.



1. Dividends distributed to IBM's shareholders grew ……between 1991 and 2000.
2. Dividends distributed to IBM's shareholders experienced a …….growth between 1991 and 2000.

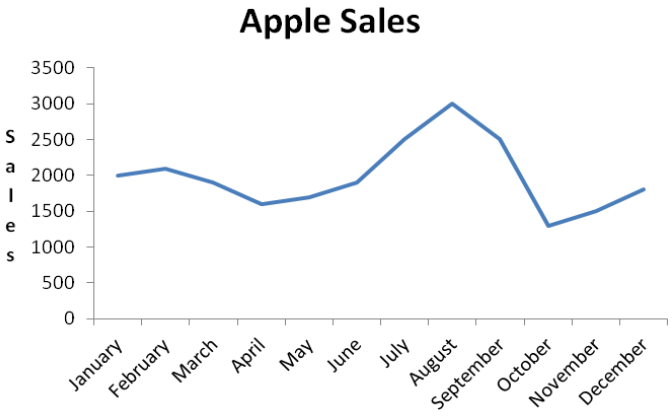


1. The annual inflation rate in the U.S. declined……in 1986 before rising ……in 1990.

2. There was a ……decline in the annual inflation rate in 1986 before a ……rise in August.

Exercise 9

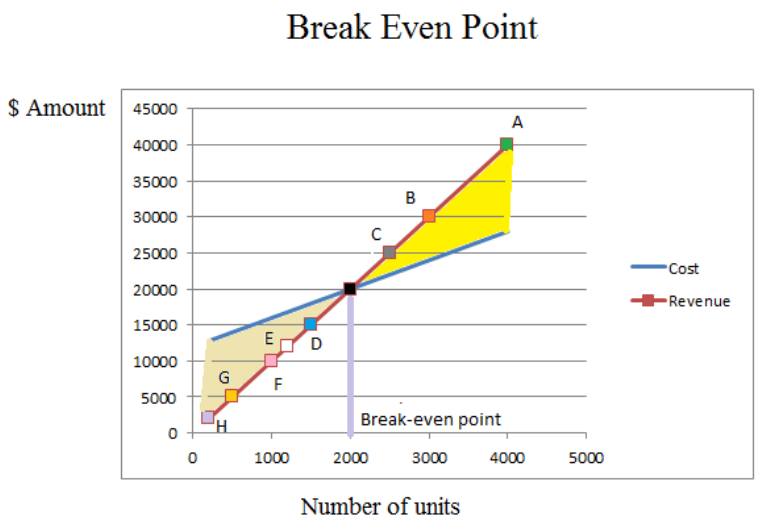
Look at the graph below and answer the following questions:
1. What does the graph show?
2. What is the overall trend in this graph?
3. What are the key trends in Apple sales over the year?



Exercise 10

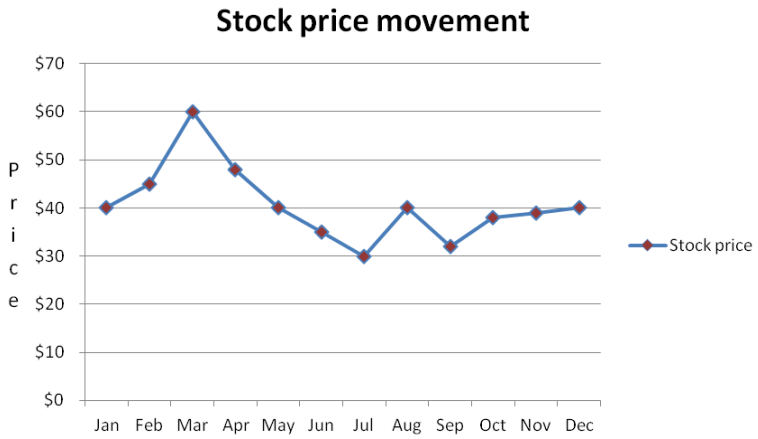
Use the following words to describe in terms of their relation to the break-even point the points marked, in the graph below:
nearly, above, well under, just above; just under, well over.

A	B	C	D	F	H



Exercise 11

The following chart shows the stock price in the year 2013 for XYZ Company. Use the words below the chart to fill in the missing words in the text.



Declined	Were	rising sharply	Increased
Sudden	To	movement	increased slightly
Drop	a low point	remained	From
Recovered	Shows	doubled	

The line chart _____ the stock price _____ over the year 2013 for XYZ Company.
In January 2013, the stock price for XYZ company _____ about $40. In February, it _____to $45, _____to a peak of $60 in March. Over the next four months, the stock price _____steadily, reaching _____$30 in July.

In August, there was a _____increase. The XYZ stock price _____, rising _____ $30 in July to $40 in August. This was followed by a _____ in September to $32.
It is noticeable that from September to October, the stock price _____from $32. In October and November, the stock price _____steady, and there was a slight _____ in December _____$40.

Exercise 12

The following is the stock price for XYZ Company at the end of each month during 2013.

Month	price
January	$40
February	$45
March	$60
April	$80
May	$50
June	$35
July	$30
August	$40
September	$32
October	$38
November	$39
December	$70

Requirement:
1. Select and draw the graph that shows the stock price movement over the year 2013.
2. In one paragraph, describe the changes in the stock price of XYZ Company.

LESSON 2:
PREPOSITIONS

Goal: Using common prepositions appropriately
Objective: To achieve this goal, students should be able to use the appropriate prepositions after verbs, adjectives, and nouns used in describing visuals.

Contents:
The correct use of prepositions is important because using inappropriate prepositions can change the whole meaning of a sentence. Consider the difference in meaning between the following sentences:
- Entertainment books circulation rose by 10,000 books per month.
- Entertainment books circulation rose to 10,000 books per month.

While the first sentence describes the size of increase, the second sentence shows the point reached.
The following table contains common nouns, verbs, and adjectives, and the prepositions that follow them.

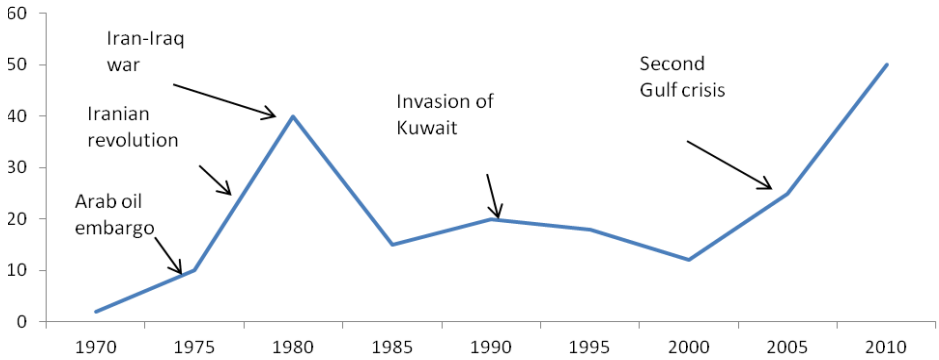
Table 5 Common prepositions following nouns, verbs and adjectives

Nouns that take a preposition	Verbs that take a preposition	Adjectives that take a preposition
A rise of	Rise/Increase to/by	Concerned by
An increase of	Drop in	Satisfied with
A fall of	Fall to/by	Typical of
A decrease of	Stay at	Existed by
Anything/information about	Drop to/by	Interested in
Reasons/Responsibility /Reputation for	Shoot up to/ by	
Decrease/Drop/Change/Fall/ Increase/ Raise in	Plunge to/by	
Experience/Knowledge/ Understanding of	Remain/Aim/Point/Look -at	
Effect/Impact/Influence on	Fluctuate/ Between/Around	
In association/Experience with	Think about	

Exercises

Exercise 1

Look at the chart and fill the gaps in the paragraph below with the appropriate prepositions. The first missing preposition has been supplied for you.



The chart shows fluctuations in the price of crude oil over a forty-year period, and it clearly illustrates how oil prices are affected by world events. In general, there has been an upward trend in the price of crude oil …**in**….. 1972, when it was only $1.30 per barrel. The oil embargo of the early 1970s, however, caused the price to rise sharply …….. nearly $11 per barrel. The crisis ended soon afterwards, but the price remained ……..around $11 to $13 per barrel, until 1979. The Iranian revolution of that year had a huge impact on oil prices, which shot up …….. $17 to reach …….. about $30 per barrel in the same year. The Iran–Iraq war that followed caused a further increase, and the price reached …….. a peak …….. , nearly $36 in 1980. From that point until 1985, the price fell steadily. However, from 1985 to 1986 the price suddenly plunged …….. $13. For the next few years, the price fluctuated ……..$14, but with the invasion of Kuwait in 1990 there was a sudden rise …….. $5. The price quickly fell, again, and remained stable for most of the 1990s. Things changed, once again, at the end of the decade, and from 1999 to 2000 the price increased …….. almost $10 per barrel. Despite a slight drop in 2000, the rise continued, and by the end of the period the price of crude oil had shot up …….. a peak of $50 per barrel.

LESSON 3:
COMPARING AND CONTRASTING

Goal: Comparing and contrasting things
Objectives: to achieve this goal, students should be able to
a. form correct comparative and superlative adjectives
b. use comparative forms in structuring an appropriate sentence when describing visuals.
Content:
1. Describing charts usually includes comparisons. Some tasks require comparisons between two or more visual materials. Categorizing or grouping the data presented in visuals is necessary for comparison.
2. Adjectives that compare are categorized into one, two, or more syllables.

One syllable adjectives form their comparison and superlative, as shown below.

Table 6 Comparative and superlative forms of one syllable adjectives

Adjectives	Comparative	Superlative
High	Adjective + er *(higher)*	The + Adjective + est *(highest)*
Adjectives end in- e: *safe*	Adjective + r *(safer)*	The + Adjective + st *(safest)*
Adjectives ending in vowel + consonant: *Big*	Adjective with last consonant doubled + er *(bigger)*	The + Adjective + consonant doubled + est *(the biggest)*

Two or more syllable adjectives form their comparative and superlative, as shown below.

Table 7 Comparative and superlative forms of two syllable adjectives

Adjectives	Comparative	Superlative
Two syllables ending in *y (busy)*	Omit the letter y + ier: *(busier)*	The + Omit the letter y + iest (the busiest)
Two or more syllables: *famous*	More + adjective (more famous)	Most + adjective (most famous)

3. Irregular adjectives do not follow the previous rules. Examples are as follows:

Table 8 Comparative and superlative forms of common irregular adjectives

Adjectives	Comparative	Superlative
good	Better	the best
bad	worse	the worst
far	Farther	the farthest
well	Better	The best
Little	Less	The least

4. There are some useful words or phrases that signal **comparison** and **contrast** such as *"while", "whereas", "although", "however", "similarly", "unlike", "equally", "both", "neither", "compared to", " in contrast with", "different from",* and *"the same as".*

Exercises

Exercise 1

Fill in the gap below with the comparative and superlative forms of these adjectives.

Accurate
Comparative: _____
Superlative: _____

Correct
Comparative: _____
Superlative: _____

Certain
Comparative: _____
Superlative: _____

Modern
Comparative: _____
Superlative: _____

Dangerous
Comparative: _____
Superlative: _____

Convenient
Comparative: _____
Superlative: _____

Happy
Comparative: _____
Superlative: _____

New
Comparative: _____
Superlative: _____

Probable
Comparative: _____
Superlative: _____

Up-to-date
Comparative: _____
Superlative: _____

Possible
Comparative: _____
Superlative: _____

Clear
Comparative: _____
Superlative: _____

High
Comparative: _____
Superlative: _____

Little
Comparative: _____
Superlative: _____

Sharp
Comparative: _____
Superlative: _____

Stable
Comparative: _____
Superlative: _____

Profitable
Comparative: _____
Superlative: _____

Expensive
Comparative: _____
Superlative: _____

Exercise 2

Complete sentences 1-6, based on the table below, by using a comparative or superlative adjective, another comparative expression, or a linker in each gap.

Hotels	Rooms	Star rating	Distance from city center	Valu eof money
Hilton	125	4 stars	1 km	+
Hyatt	125	5 stars	2 km	+ +
Borg al Arab	85	7 stars	5 km	+ +

a. Compared to the Hilton Hotel, the Hyatt is …… value for the money.
b. Both the Hyatt and Burj al Arab are …… good value for the money.
c. While the Borg al Arab has …….star rating, it is ……from the city center.
d. ……...the Borg al Arab, the Hilton Hotel is close to the city center.
e. Although the Hilton Hotel and the Hayat Hotel have…….number of rooms, their star ratings are ……..
f. The Borg al Arab looks like ……..hotel, even though it has ----------rooms than the other.

LESSON 4:
USE OF TENSES

Goal: To use verb tense correctly
Objective: To achieve this goal, students should be able to develop awareness of verb tenses when describing graphs
Content:

1. The correct use of tenses when describing a chart is indispensable because inappropriate verb tenses confuse readers and distort the communication between readers and writers.
2. There are no fixed rules in determining the verb tense that should be used in describing graphs. However, the time presented in the graph can be a good indicator of the verb tense one may use to explain the graph.

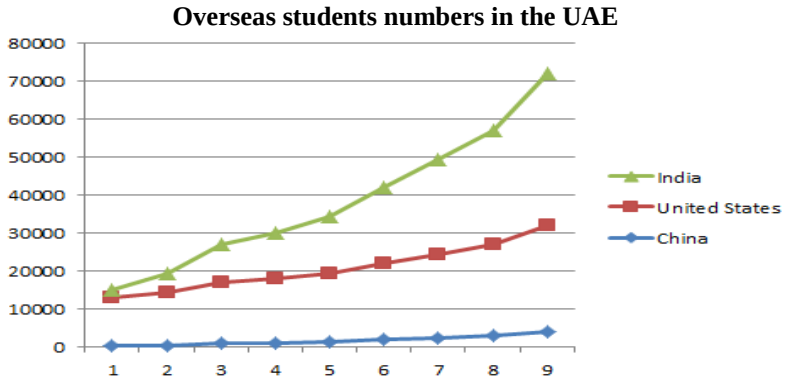
The following are some helpful suggestions for using the verb tense in describing and interpreting visuals.

a. The present tense is appropriate when referring to figures, tables, and graphs (e.g., Table 1 shows).
b. The present tense is appropriate for describing details with facts in the present, while the simple past is appropriate if facts are in the past. However, if the data provided in the chart reflects a connection between the past and the present, the present perfect is more suitable.
c. In describing trends, the past tense can be used to refer to data, because the actions described have already taken place and finished (e.g., the company's profit increased over the last five years). In contrast, the present perfect refers to unfinished actions and the present continuous is often used to describe things in the stage of happening. Finally, the future tense is generally used for predictions.

Exercises

Exercise 1

Fill in the gaps with present or past of the verbs in brackets.



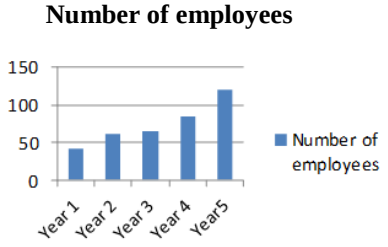
The information given in the graph above shows that more Indian students (prefer) to study in the UAE as compared to students from United States and China. The number of Indian students enrolled in UAE universities (increase) significantly between year 5 and year 9.

Exercise 2

ABC Corporation sells televisions (make) in UK, whereas BCD Corporation (purchase) televisions manufactured overseas. Company BCD has lower costs (result) in higher annual profit.

Exercise 3

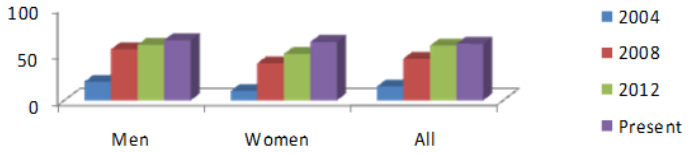
Look at the following extract, there are three incorrect verbs circle and correct them.
In the graphs below, we are seeing that the number of employees employed from Indonesia in the UAE increases each year and the number of employees leaving the UAE to Indonesia after less than five years decreases.



a….can see…….
b.……..
c.……

Exercise 4

Using the graph presented below to fill the missing gaps with the past simple or present perfect simple of the verbs in brackets to make true sentences.



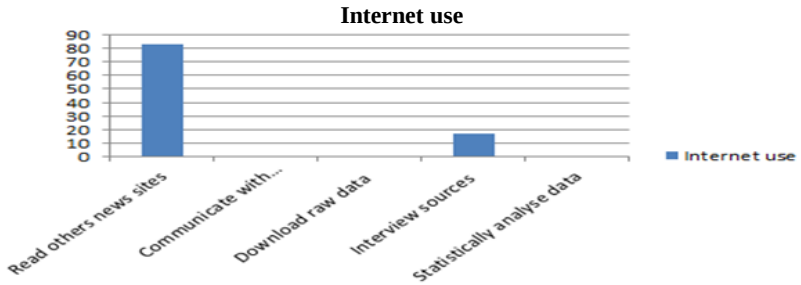
1. The bar graph presents the proportion of Emirati adults who ……. (use) the social media in 2004.
2. The number of women who have ever used the social media …….. (rise) by more than 60% since 1995.
3. The ratio of men who have joined the social media…….(grow) to 60% in 2005.
4. The number of woman to have accessed the social media……..(increase) each year.
5. The percentage of men who used the social media ……. (be) greater than the percentage of women from 2004 to 2012.
6. The total number of people accessing the social media ……..(grow) each year although the most significant rise ……..(occur) between 2004 and 2012.
7. However, Emirati women …….. (exceed) Emirati men in social media usage since 2012.

Exercise 5

The passage below contains some verbs which are in the incorrect tense. Read the passage, correct the underlined verbs and complete the chart **below**.

The chart below **show** the weekly use of Internet by journalists in the USA. This is the result of developments in information technology. As the chart **show**, the Internet **has change** the way journalists work. More than eight in ten say that they **had use** the Internet to keep up with the news. This is because they **had read** news from other organizations or search for press releases. One reason for this is the increased availability of information from these websites. About three-quarters say that at least once a week they **communicated** via email with readers or listeners. Nearly one-third **has use** the Internet to download raw data from computer database. Surprisingly, two uses in the survey get a low response: approximately 14 per cent said they **interview** sources via email. One reason for this is that journalists still preferred face-to-face contact with sources. Only 13 per cent said they **have use** statistical programs to analyze data.

Internet use-percentage of journalist saying at least weekly



Source: The American Journalist in the 21st century

LESSON 5:
ADVERBIAL AND PREPOSITIONAL PHRASES

Goal: use connectors to link ideas

Objective: to achieve this goal, students should be able to use adverbial and prepositional phrases essential for making the connection between the matrix text and the visual element.

1. Content To maintain coherence within the document, the idea presented in them should be likened to avoid confusion.
2. There are several ways of linking ideas. They can be linked using conjunctions, adverbials, or prepositional expressions. Conjunctions like for, *but, and, nor, or, yet* join two clauses in one sentence.
3. Adverbials expressions (*consequently, however, therefore*) are also used to connect ideas in individual sentences. Prepositional expressions (*due to, in spite of, because of*) are also used to connect ideas in two different clauses.
4. Linking Linking expressions can be classified into five categories in terms of their function. These functions are:
    a. Adding information: To give additional information, conjunctions like (*and, as well as*) and adverbials such as (*also, anyway, besides, furthermore, in addition, likewise, moreover, similarly*) are used.
    b. Sequencing: it used to show the order of points in a text. Adverbials, such as *first, next, after, that, then, and finally* are utilized when referring to sequencing.
    c. Explaining Cause, reason, results. Examples of conjunctions that are used in this context are *"because"* and *"so"*. While *"because"* is used to introduce the reason for something, *"so"* is used to introduce the result or the reason for something. Adverbials, such as *"therefore"*, *"consequently", "so", "thus"*, and *"as a result"*, introduce the outcome of actions or situations. Prepositions phrases such as *"because of"*, *"due to"*, *"on account of"*, and *"owing to"*, are used to introduce the reason for something.
    d. Contrasting. To express or highlight opposing ideas, conjunctions such as *"but", "although", "though"*. In case of adverbials, the following words can be used: *"alternatively", "however", "in contrast", "nevertheless", "on the contrary", "on the other hand", "yet"*. Finally, prepositions such as *"in spite of"* and *"despite"*, are common in this case.
    e. Giving examples. To join two clauses that present the same ideas in different ways, or provide examples that may include adverbials such as that is to say, in other words, that is, for example.

Exercises

Exercise 1

Fill in the gaps in the extract below with the words from the box

although	in spite of	despite	firstly
finally	however	secondly	to sum up

We discovered that, _____the literature available on the risks and benefits of given CEO stock options; there are still important gaps in this information. _____these gaps,_____, decisions about how to compensate CEO should be made based on their actual performance.
_____, in terms of fraud, it has been shown that CEOs manipulate firms' financial reports to overstate profits. _____ , stock options is known to have a negative on shareholders if it is abused by CEOs. _____, _____ including stock options in the CEOs' compensation plan can have a negative effect on firms' shareholders the effects that have been observed are relatively small.
_____it would seem that the benefits of given stock options to CEOs outweigh the risks.

Exercise 2

Fill the gaps below with words from the box above (exercise 1):

1. _____is used to show contrast
2. _____is used to give one idea in a list of ideas
3. _____is used to introduce the conclusion

Exercise 3

Write one or two sentences with a similar meaning to the sentence below, using the words in brackets and any other words you need. The first has been done for you.

1. Despite the rise in profit this year our company is still losing money. (although)
   Although, there has been a rise in profits this year, our company is still losing money.
2. The cost of basic foods has risen because of petrol prices increased last month. (as a result)……..……
   ……..……
3. It is now much cheaper to buy accounting software to record a company financial transaction so fewer companies are using manual book keeping these days. (due to)
   ……
   ….……..

LESSON 6:
INTRODUCING VISUAL REPRESENTATIONS IN ORAL REPORTS

Goal: to refer to visual representations in oral reports

Objective: to achieve this goal, students should be able to use appropriate phrases to introduce and refer to visual items in aural reports.

Content:
Visual representations such as charts, graphs and tables are ideal aids to an oral presentation. They help the speakers convey a point rapidly, and help listeners retain the information. The following are some guidelines that enhance the presentation of visual items.

1. Useful expressions that can be used for introducing visual items in presentations:
   a. I'd like you to look now at the graph of domestic oil production in the United Arab of Emirates.
   b. Take a look at a chart showing the cost of living of an average family compared to the average household income in selected areas in Asia and Africa.
   c. As you can see from these figurers
   d. I'd like you to look at this model
   e. Let's have a look at this graph
   f. Let's turn to this pie graph
   g. To illustrate this point let's have a look at some diagrams
   h. If you look at these photographs you'll see
   i. If you look at this line graph you'll notice
   j. When we look at this histogram we'll notice
   k. If you look at this flow chart you'll recognize
2. When describing a graph. It's is important to point to important changes and explain why they occurred. Do not state what the audiences can easily see (e.g. *"the bar rises"* or *"the line slope"*) instead talk about the idea. Examples of how to describe? important changes are:
   a. Inflation rises in the UAE between 2005 and 2013.
   b. Coal production sloped off? In 1965.
3. Colors and efficient fonts should be considered. The following are some important hints:
   a. Colors used in a chart should be limited to three to five maximum and be used efficiently for highlighting significant data.
   b. Dark colors for text on a white or very light background are recommended to be used to ensure visibility.
4. The fonts used in visuals should be carefully selected and sized to ensure readability.
5. Physical actions should be used with words to emphasize the visuals and communicate ideas.
6. It is very important for the presenter to keep eye contact with the audience when explaining visuals, avoid talking to the visuals, focus on the audience and only look at the visuals when the audience is looking at them.
7. Presenter voice quality is crucial, so presenters should speak clearly and use various pitches. The speed and the volume of the sound should also be adopted according to the audience's needs and the size of the lecture whole.
8. Language and range of vocabulary must be adapted to the audience.
9. The audience's view should not be blocked by the presenter or equipment in the room.

Exercises

Exercise 1

Look through the Wall Street Journal and find information on the job outlook for this year's business student's graduates. Look at each major field separately and present your findings in a well-illustrated oral report. Include visuals in your presentation.

Exercise 2

Survey the major business publications for information about the outlook for national economy for the coming year. Then present an oral summary report to the directors of Marks and Spencer Department Store Inc. Support your findings with visuals.