

GEN 0206

English for Academic Purposes

Lecturer: Dr. Siripen Yiamjanya (Ph.D.)

Course Description

English for study skills; giving academic opinions, writing reports with citing references, electronic information retrieval using a variety of media included printed as well as electronic materials for academic presentation in various forms.

Knowledge expected to gain

- I. Be able to highlight important aspects of English language for academic purposes.
- II. Be able to describe definitions of terms used in English for academic purposes.
- III. Be able to summarize the general process of writing and presenting academic works using English.

Cognitive skill expected to gain

- I. Be able to identify words, phrases and sentences used English for academic purposes and correctly use them.
- II. Be able to interpret, giving opinions and discuss for given texts/ media with relevant supporting details.
- III. Be able to give example of English work for academic purpose with students' interpretations.

Lesson Plan

Module 1 Writing a Paragraph

- Unit 1: Paragraph Structure
- Unit 2: Unity and Coherence Technique
- Unit 3: Supporting Details, Facts, Quotations and Statistics
- Unit 4: Supporting Details, Facts, Quotations and Statistics (Continued)

Module 2: Writing an Essay in an Academic Style

- Unit 5: Three Parts of an Essay
- Unit 6: Chronological Order: Process Essay

Module 3: Expressing Opinions

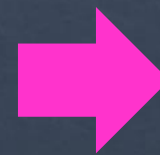
- Unit 7: Cause/ Effect Essay
- Unit 8: Comparison/ Contrast Essay

Scoring Proportion

Class Attendance and Participation **10%**

Assignments **40%**

Examinations **50%**



20% Midterm Examination

30% Final Examination

Grading

Student's score as percentage	Grade
86 - 100	A
82 - 85	A-
78 - 81	B+
74 - 77	B
70 - 73	B-
66 - 69	C+
62 - 65	C
58 - 61	C-
54 - 57	D+
50 - 53	D
46 - 49	D-
0 - 45	F
	I
	W

Module 1: Writing a Paragraph

Unit 1: Paragraph Structure

- Principle for topic sentence
- Principle for supporting sentence
- Principle for concluding sentence



What is English for academic purposes?

Simply it is the type of English you need for:

- Reading and understanding your study materials
- Writing about your subject

Academic English is different from everyday spoken English. It may be used to:

- Describe an object or situation
- Describe a process or how something works
- Explain something/ Expressing the relationship between ideas

Academic English is the genre of English used in the world of research, study, teaching and universities. If you read an article in an academic journal or listen to someone giving a presentation or a talk about an academic subject in an academic environment, Academic English is probably being used (English for university, 2016).

Academic English also called **English for Academic Purposes (EAP)** entails training students, usually in a higher education setting, to use language appropriately for study. It is one of the most common forms of English for specific purposes (Wikipedia, 2017)

Academic language is the language needed by students to do the work in universities. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue) (Csun, 2017).

Academic Language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field such essays and lab reports and other language-related activities typical of classrooms, such as expressing disagreement, discussing an issue, or asking for clarification (CWU, 2017).

Key things!

Simplicity,
Conciseness
and Clarity

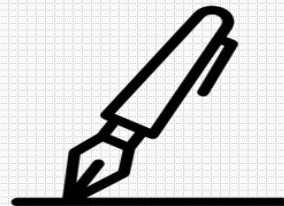
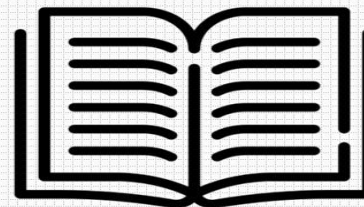
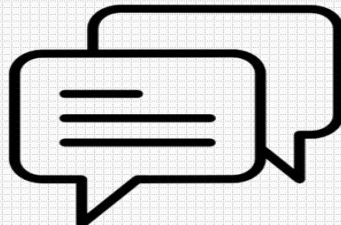
Formality

Accuracy
and
Evidence

Logic

Non-
Discriminatory
Language

Politically-
correct
language
(PC language)



Simplicity, Conciseness and Clarity

- ✓ Write short sentences.
- ✓ Be as clear as possible.
- ✓ Avoid repetitions.
- ✓ Help the reader to follow your points.
- ✓ Remove any clutter (wordiness), so your good points will stand out (getting rid of what's unnecessary to convey your point).

Formality

- ✓ Use formal expressions and use impersonal in style (do not personalize)
- ✓ Use the third person or declarative statements

I think that... → **This essay argues that...**

Example of declarative statement:

In my opinion, sleep supports cognitive functions and is therefore an important factor of healthy living → **Sleep supports cognitive functions and is therefore an important factor of healthy living.**

- ✗ **Avoid** personal pronouns such as *I, me, you, your*.

You need to sleep in order to remember better → **Sleep is essential to help memory.**

- ✗ **Avoid** contraction or shortened forms of verbs, such as *won't, doesn't or it's*

❌ **Avoid** verbs that are composed of multiple words, such as ‘*give up*’, ‘*put up with*’

✓ Start a sentence with a more sophisticated conjunction

But there are other reasons... → **However, there are other reasons...**

And it has to be considered that... → **Moreover, it has to be considered that..**

A lot of / huge → **Considerable**

Nonsense → **Implausible / Incorrect / Unreasonable**

✓ Tend to employ a cautious way of explaining findings, using expressions such as ‘*may*’, ‘*it is possible that...*’, ‘*could*’

✓ May use specialized vocabulary

Accuracy and Evidence

“the reliability, truthfulness and correctness of the content”

- ✓ Grammatical accuracy
- ✓ Based on reading and research
- ✓ Review and edit
- ✓ Referencing



Logic

- ✓ Logical organization in texts (structured (essay structure/ report structure))
- ✓ Need outline and plan
- ✓ Reasonable
- ✓ Providing causes and effects
- ✓ Arranged in logical sequence
- ✓ Each paragraph of the writing piece are related to each other.



Non-Discriminatory Language

Non-discriminatory language is the inclusive language used to address and describe all people, regardless of sex, race, ethnicity and physical or intellectual characteristics¹.

Use acceptable, inclusive language for:

1. Gender and/or sexual orientation
2. Indigenous peoples
3. Physical and/or intellectual disability
4. Race, ethnicity and/or religion
5. Other examples such as age

Some examples

Headmaster/ head mistress > principal/ head

Air hostess > flight attendant

Policemen > police officer

Craftsman > craftsperson/ artisan

Man hour > working hour

Transsexuals > transgender people

Spokesman > spokesperson

Avoid unnecessary reference to the physical and or intellectual ability of a person or a group.

Never use negative, discriminatory or stereotypical terms that would be offensive to the Indigenous peoples

Blind musician > a musician with a vision impairment

Paragraph Structure



A paragraph contains:

One topic sentence that states the main idea and contains the controlling idea

Sentences that develop the topic sentence, that explain or prove the topic sentence by giving more information about it.

Sentences that give signals of the ending of the paragraph and that leave the reader with important points to remember

EXAMPLE

Gold



Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceship in space. In conclusion, gold is treasured not only for its beauty but also for its utility.

Writing Technique Questions

1. What is the topic of the paragraph?
2. What two main points does the writer make about the topic?
3. In which two sentences does the writer say that there are two main points?
4. What examples does the writer use to support each point?

Topic Sentence

Topic



Gold, a precious metal, is prized for two important characteristics.



Controlling
Idea

Supporting Sentences

First of all, gold has a lustrous beauty that is resistant to corrosion.

For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago.

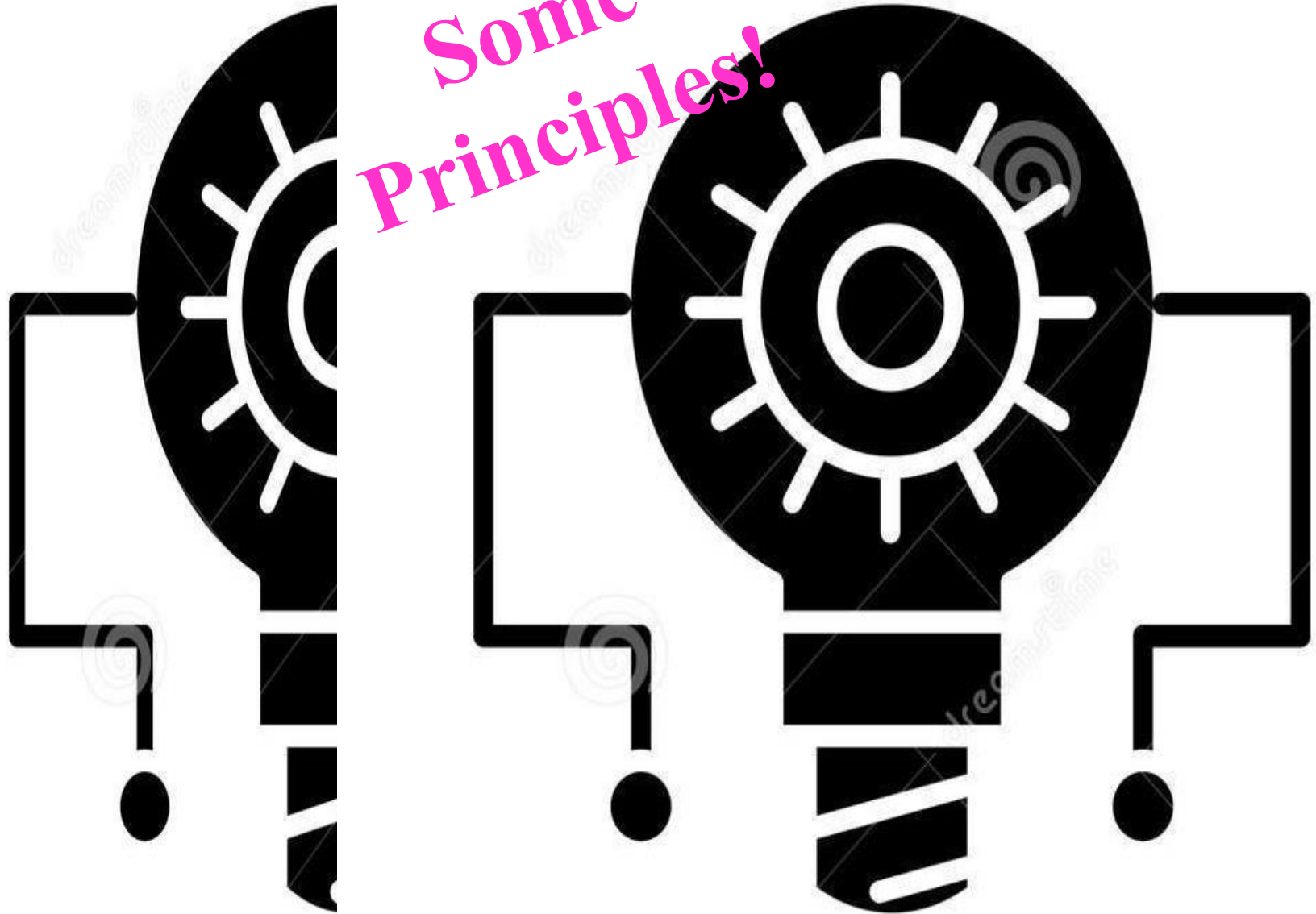
Another important characteristic of gold is its usefulness to industry and science.

The most recent use of gold is in astronauts' suits.

Concluding Sentences

In conclusion, gold is treasured not only for its beauty but also for its utility.

Some Principles!



Principle for Topic Sentence

(1) A topic sentence is a complete sentence, and contains at least one subject and one verb.

~~Driving on freeways~~

~~How to register for college classes~~

~~The rise of indie films~~

(2) A topic sentence contains both a topic and a controlling idea. It names the topic and then limits the topic to a specific area to be discussed in a single paragraph.

Topic

Controlling Idea

Driving on freeways requires skill and alertness.

Topic

Controlling Idea

Registering for college classes can be a frustrating experience for new students.

Topic

Controlling Idea

The rise of indie films is due to several factors.

(3) A topic sentence is the most general statement in the paragraph because it gives only the main idea (specific idea), not any specific details.

Tea is delicious.

Too general

Green tea has many health benefits.

More specific

Too general

Thailand is a beautiful country located in the Southeast Asia region.

Too specific

Thailand, which recorded almost 40 million tourist arrivals in 2019, is a beautiful country of nice weather, delicious food and the friendly locals.

Thailand is a beautiful country in many ways.

Good one!

Principle for Supporting Sentence

- (1) Specific details, thorough and convincing
- (2) Several kinds of specific supporting details:
 - *examples*
 - *statistics*
 - *quotations*
- (3) Example words and phrases that can be used to mark they are supporting sentences, for example:
 - *for example*
 - *for instance*
 - *such as...*

Step 1: Read Paragraph A and B about red-light running. Notice the different specific supporting details that have been added to Paragraph B.

Step 2: Locate the topic sentence in Paragraph B. Circle the topic and underline the controlling idea.

Step 3: Which supporting sentences in Paragraph B contain the kinds of details listed below? Give the sentence numbers of each kind.

An example:

A statistic:

A quotation:

Paragraph A:
Paragraph
without Support

Red-Light Running

Although some people think red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime. Red-light runners cause accidents all the time. Sometimes people are seriously injured and even killed. It is especially a problem in rush hour traffic. Everyone is in a hurry to get home, so drivers run red lights everywhere. The police do not do much about it because they are too busy. The only time they pay attention is when there is an accident, and then it is too late. In conclusion, running a red light is a serious offense.

Paragraph B:
Paragraph with
Support

Red-Light Running

Topic

Controlling idea

Although some people think **red-light running** is a minor traffic violation that is no worse than jaywalking, **it can, in fact, become a deadly crime.** Red-light runners cause hundreds of accidents, including deaths and injuries as well as millions of dollars in damages. Each year more than 900 people die, and nearly 200,000 are injured in crashes that involve red-light running. Motorists run red lights all the time. For example, in Fairfax, Virginia, a five-month-long survey at five busy intersections revealed that a motorist ran a red light every 20 minutes. Red-light runners are seldom caught. According to the Insurance Institute for Highway Safety, “Communities do not have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights” (“Q&A”)¹.

1. “Q&A” Red-Light Running.” Insurance Institute for Highway Safety June 2003. <http://www.hwysafety.org/safety_facts/qanda/rlc.htm>.

Paragraph B:
Paragraph with
Support

Example

Statistic

Although some people think red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime. Red-light runners cause hundreds of accidents, including deaths and injuries as well as millions of dollars in damages. Each year more than 900 people die, and nearly 200,000 are injured in crashes that involve red-light running. Motorists run red lights all the time. For example, in Fairfax, Virginia, a five-month-long survey at five busy intersections revealed that a motorist ran a red light every 20 minutes. Red-light runners are seldom caught. According to the Insurance Institute for Highway Safety, “Communities do not have the resources to allow police to patrol intersections as often as world be needed to ticket all motorists who run red lights” (“Q&A”)¹.

Quotation

1. “Q&A” Red-Light Running.” Insurance Institute for Highway Safety June 2003. <http://www.hwysafety.org/safety_facts/qanda/rlc.htm>.

Principle for Concluding Sentence

- (1) It signals the end of the paragraph.
- (2) It leaves the reader with the most important ideas to remember.

It can do this by 2 ways:

- By summarizing the main points of the paragraph

- By repeating the topic sentence in different words.

- (3) Never introduce a new idea in the concluding sentence.

Be noted that:

- *Paragraphs that are parts of a longer piece of writing usually do not need concluding sentences.*
- *Many times, there is no word “In conclusion,..” to mark the end of writing.*



End-of-Paragraph Signals
Followed by a Comma

- Finally,
- In brief,
- In conclusion,
- Indeed,
- In short,
- Lastly,
- Therefore,
- Thus,
- To sum up

End-of-Paragraph
Signals Not Followed
by a Comma

- The evidence suggests that
- There can be no doubt that.....
- These examples show that.....



Greeting Cards



Have you noticed how many different kinds of greeting cards you can buy these days? In the old days, the local drugstore had one rack displaying maybe five or six basic kinds of cards. You could walk into the store and choose an appropriate card in five minutes or less. Nowadays, however, the display space for greeting cards is as big as a soccer field, and it may take an hour or two to hunt down exactly the right card with exactly the right message. There are at least 30 categories of birthday cards alone: birthday cards for different ages, from different ages, for different relatives, from different relatives, for different genders, from different genders, from a couple, from the office, for dog owners, for cat owners, and so on. There are cards for getting a job, for retiring from a job, for acquiring a pet, for losing a pet, for becoming engaged, for breaking up. There are also greeting cards to send for no reason- “Thinking of you” or “Just because” cards. The newest type of card is the “encouragement card.” An encouragement card offers comforting thoughts and helpful advice to someone who is sad or distressed in these troubled times. In short, there is now a greeting card for every possible life event and for a few nonevents as well.

EXAMPLE

A Hawaiian Legend



Native people create legends to explain unusual phenomena in their environment. A legend from the Hawaiian island of Kauai explains how the naupaka flower, a flower that grows on beaches there, got its unusual shape. The flower looks like half a small daisy-there are petals on one side only. The legend says that the marriage of two young lovers on the island was opposed by both sets of parents. The parents found the couple together on a beach one day, and to prevent them from being together, one of the families moved to the mountains, separating the young couple forever. As a result, the naupaka flower separated into two halves; one half moved to the mountains, and the other half stayed near the beach. The story is a good example of a legend invented by native people to interpret the world around them.

Writing Technique Questions

1. In which paragraph does the concluding sentence summarize the main points of the paragraph, which are not specifically stated in the topic sentence?
2. In which paragraph does the concluding sentence paraphrase (repeat in different words) the topic sentence?
3. Circle the conclusion signals in each paragraph.

Greeting Cards

Concluding sentence not specifically stated in the topic sentence?

Summarize the main points of the paragraph

Have you noticed how many different kinds of greeting cards you can buy these days? In the old days, the local drugstore had one rack displaying maybe five or six basic kinds of cards. You could walk into the store and choose an appropriate card in five minutes or less. Nowadays, however, the display space for greeting cards is as big as a soccer field, and it may take an hour or two to hunt down exactly the right card with exactly the right message. There are at least 30 categories of birthday cards alone: birthday cards for different ages, from different ages, for different relatives, from different relatives, for different genders, from different genders, from a couple, from the office, for dog owners, for cat owners, and so on. There are cards for getting a job, for retiring from a job, for acquiring a pet, for losing a pet, for becoming engaged, for breaking up. There are also greeting cards to send for no reason- “Thinking of you” or “Just because” cards. The newest type of card is the “encouragement card.” An encouragement card offers comforting thoughts and helpful advice to someone who is sad or distressed in these troubled times. In short, there is now a greeting card for every possible life event and for a few nonevents as well.

A Hawaiian Legend

The concluding sentence uses
paraphrase (repeat in different words)

Native people create legends to explain unusual phenomena in their environment. A legend from the Hawaiian island of Kauai explains how the naupaka flower, a flower that grows on beaches there, got its unusual shape. The flower looks like half a small daisy-there are petals on one side only. The legend says that the marriage of two young lovers on the island was opposed by both sets of parents. The parents found the couple together on a beach one day, and to prevent them from being together, one of the families moved to the mountains, separating the young couple forever. As a result, the naupaka flower separated into two halves; one half moved to the mountains, and the other half stayed near the beach. The story is a good example of a legend invented by native people to interpret the world around them.

No new idea in the concluding sentence!

In conclusion, we now have more variety of greeting cards to choose from, but they are also becoming very expensive. (This is a new idea.)

Incorrect

In conclusion, there are many other legends like this one in Hawaii. (This is new idea.)

Incorrect