

PART 1
FOUNDATIONS OF ACADEMIC WRITING

UNIT 1:
FOUNDATIONS OF ACADEMIC WRITING

Academic writing is a key skill for university students, especially for those who aim to participate in scholarly discussions or pursue research. Before beginning any writing task, you should ask yourself: *Why am I writing this?* Being clear about your purpose will help you focus your ideas and choose the most appropriate format and language.

Why Do We Write Academically?

Writers often produce academic texts for a range of reasons. Common purposes include:

- To report on research you have carried out
- To respond to an essay question set by your teacher
- To analyze or discuss a topic from your field of study
- To compare and evaluate the ideas of different scholars
- To apply theory to practical or real-life situations
- To argue a position with evidence and clear reasoning

Task 1: Can you think of other purposes for academic writing?

Write them below:

- _____
- _____

Audience

Every piece of academic writing has an intended audience. Most commonly, this is your professor or classmates, but it could also be conference attendees, journal readers, or examiners.

Ask yourself:

- *What do they already know about this topic?*
- *What do they expect in terms of tone, structure, and evidence?*
- *How can I express my ideas clearly and objectively?*

Academic writing is not creative writing. It is different from fiction or journalism. It must be:

- Formal in tone
- Based on evidence
- Clear and well-organized
- Objective and impersonal

Task 2: Working in a group or alone, list some more features of academic writing.

- Avoids using 'I' or 'we' (except in reflective writing)
- _____
- _____
- _____

Common Types of Academic Writing

Task 3: Match the types of academic writing on the left with the correct definition on the right.

<i>Type</i>	<i>Definition</i>
Paper	A written record of key ideas from texts or lectures, for personal use.
Dissertation/ Thesis	A structured argument or discussion on a specific topic, often 1,000–5,000 words.
Report	A factual document describing a task or investigation, often using headings.
Essay	A research task, often completed over time, sometimes in groups.
Project	A long academic paper (15,000–20,000+ words), often for a master's or PhD.
Notes	A general term for an academic article, often published in journals.

The Structure of Academic Texts

Most academic writing has a clear structure. Short essays and exam answers usually include three main parts:

- *Introduction*
- *Main Body*
- *Conclusion*

Longer works may include additional sections:

- *Literature Review*
- *Methodology / Case Study*
- *Findings or Results*
- *Discussion*
- *References / Bibliography*
- *Appendices*

Task 4: Match the following descriptions to the correct section names.

- (a) A brief summary of a research paper's purpose and key findings → _____
- (b) A list of books and articles cited in the text → _____
- (c) Extra data or documents placed at the end → _____
- (d) A short note thanking people for help → _____
- (e) A section discussing other scholars' views → _____
- (f) A detailed example or case explained → _____

Key Features of Academic Style

Academic writing typically displays a number of **stylistic and linguistic characteristics**, such as **objectivity**, **hedging**, **formality**, **evidence-based claims**, and **structured argumentation**. Read the example below and identify how these features are applied.

Task 5: Read the text and answer the questions below.

Title: Language Learning Myths

Subtitle: Why “children learn languages better” is not the full story

Introduction:

There is a widespread belief that children learn second languages more effectively than adults. This view is often repeated in both media and education policy discussions. It is commonly claimed, for instance, that younger learners acquire languages “naturally,” while adults struggle with grammar and pronunciation.

Main Body:

However, linguistic research has increasingly challenged this idea. As DeKeyser (2019) notes, adults often outperform children in classroom-based learning, particularly in the early stages of instruction. Moreover, age-related advantages are often influenced by external factors such as motivation, exposure, and learning context. Studies have also shown that adolescents and adults can reach high levels of proficiency, especially in academic and professional domains (Birdsong, 2018). While it is true that younger learners may achieve more native-like pronunciation, this does not automatically translate into faster or better language acquisition overall.

Conclusion:

In light of recent evidence, it may be more accurate to say that both children and adults have different strengths in second language acquisition. Educational policy and teaching strategies should reflect this complexity rather than rely on oversimplified assumptions.

1. **Objectivity:** What expressions help maintain a neutral and formal tone?
2. **Evidence-based claims:** Which parts of the text rely on research or citation?
3. **Cautious language (hedging):** Which words show that the author avoids overgeneralizing?
4. **Clarity and structure:** How is the argument organized from introduction to conclusion?
5. **Impersonal tone:** Does the writer use personal pronouns (e.g., "I", "you")? If not, what strategies replace them?

Writing Clear Sentences

Clear sentence construction is essential in academic writing—especially in linguistics, where precision and clarity matter. You can use both **simple** and **complex** sentence structures, but your goal should always be clarity.

Simple Sentence:

e.g., In 2020, the corpus contained 125,000 tokens.

Longer Sentence:

e.g., In 2023, the corpus contained 140,000 tokens, which was a 12% increase compared to 2020.

Task 6: Using the table below, write **two simple** and **two longer** sentences related to linguistics research (e.g. corpus linguistics, lexicon growth, token frequency, etc.).

<i>Year</i>	<i>Corpus Size (Tokens)</i>
2020	125,000
2021	131,000
2022	137,500
2023	140,000

Try to use relevant vocabulary such as: *tokens, frequency, increase, growth, corpus, dataset, analysis, compared to, over time*, etc.

Writing in Paragraphs

Paragraphs are the building blocks of academic texts. A good paragraph usually:

- Starts with a **topic sentence**
- Develops one main idea
- Uses evidence or examples
- Ends with a **concluding sentence**

Discuss the following:

- Why are paragraphs necessary in academic writing?

- How many sentences are too many (or too few) in a paragraph?
- Should every paragraph start with a new idea?

Task 7: Read the following text and divide it into logical paragraphs.

DIGITAL READING HABITS

University students today read more online than on paper. Many academic resources, including journals and books, are now digital. This shift has changed the way students access and process information. One major concern is that digital reading often encourages scanning and multitasking. According to Li and Kim (2022), students who read online tend to spend less time deeply processing texts. This may affect long-term memory and critical thinking skills. However, others argue that digital tools such as hyperlinks and search functions actually support learning. Some researchers suggest that training in digital literacy may help students become better readers, both online and offline.

Reflection Task:

Why do you think academic writing matters in your discipline (English Studies)? What are your personal goals in improving your writing skills this year?

CHAPTER 2: UNDERSTANDING AND AVOIDING PLAGIARISM

Plagiarism is one of the most serious academic offenses. It occurs when a student uses another person’s ideas, words, images, or data **without giving appropriate credit**. This includes copying from books, articles, websites—or even classmates’ work—without clear citation. In academic communities, knowledge is seen as intellectual property. Taking someone’s ideas without acknowledging them is therefore considered **theft**.

Plagiarism includes:

- Copying exact words without quotation marks and citation
- Paraphrasing ideas but failing to credit the original author
- Submitting someone else’s work as your own
- Reusing your own previous work without permission (self-plagiarism)

Why is plagiarism a problem?

- It breaks the rules of academic honesty
- It prevents true learning and critical thinking
- It is often easily detected by plagiarism software
- It can result in **failing the course**, academic probation, or even **expulsion**

Task 1:

What are the attitudes toward plagiarism in your country or previous academic experience?

Acknowledging Sources

Academic writing involves working with the ideas, data, and theories of other researchers. This is not only accepted—it is essential. However, it is **your responsibility to clearly show where your information or argument comes from**. This is done through **citation**.

Why Acknowledge Sources?

- To give credit to original authors
- To support your arguments with evidence
- To help your reader locate the source for further reading
- To avoid plagiarism

Two Common Ways to Cite Sources

Paraphrasing or Summarizing (with citation): You explain someone else's idea in your own words.

e.g., Holmes (2013) argues that gendered speech styles can vary across different cultures and social roles.

Direct Quotation (with citation and page number): You use the exact words of the author and place them in quotation marks.

e.g., According to Trudgill, “The study of dialects involves examining variation and change in language across geographical areas” (Trudgill, 2000, p. 34).

Tip: Use quotations sparingly. Prefer paraphrasing in academic writing unless the author’s exact words are essential.

Reference List Example

Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society* (4th ed.). Penguin Books.

Holmes, J. (2013). *An Introduction to Sociolinguistics* (4th ed.). Routledge.

Task 2: Read the sentences below. Write **P** for **Paraphrase**, **Q** for **Quotation**.

1. “Phonological variation can indicate both regional identity and social status” (Chambers, 2003, p. 91). → ____
2. Labov (1972) observes that working-class speakers tend to use more vernacular forms in casual speech. → ____

3. According to Meyerhoff, sociolinguistics helps reveal how language constructs social meaning (Meyerhoff, 2011). → ____
4. “Language is not only a system of rules, but a social practice shaped by discourse” (Fairclough, 1995, p. 17). → ____

Degrees of Plagiarism

Not all plagiarism is intentional. Sometimes it results from misunderstanding, laziness, or poor study habits. However, even **accidental plagiarism** has consequences.

Task 3: With a partner or in a small group, evaluate the following situations. Are they examples of plagiarism? Why or why not?

<i>Situation</i>	<i>Plagiarism? Why / Why Not?</i>
<i>1. Copying a few sentences from a website without citation</i>	
<i>2. Summarizing a journal article in your own words and citing the source</i>	
<i>3. Submitting a paper your older sibling wrote for another course</i>	
<i>4. Copying your own essay from a previous semester without permission or citation</i>	
<i>5. Using statistics from a government report and citing it correctly</i>	
<i>6. Rewriting a paragraph with only minor word changes, but no citation</i>	
<i>7. Using ideas discussed in class without citing the lecturer</i>	
<i>8. Using a well-known fact like “Shakespeare was born in 1564” without citation</i>	

Tip: When in doubt, cite your source.

Avoiding Plagiarism: Paraphrasing and Summarizing

Two essential skills help you integrate outside sources without plagiarism:

- **Paraphrasing** = expressing the same idea in your own words and sentence structure
- **Summarizing** = reducing a text to its main ideas in fewer words

Both techniques require **understanding** the original meaning.

Task 4: Read the original source text and compare the student versions. For each one, decide whether it is **Acceptable (A)** or **Plagiarized (P)**. Then explain why in a few words.

(From Sapir, 1921)

"Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols."

Version	Acceptable or Plagiarized?	Reason
A. Sapir (1921) stated that language is a unique human system used to express thoughts and emotions.		
B. Language is how humans communicate emotions and ideas by producing symbolic systems (Sapir, 1921).		
C. Language is "a purely human and non-instinctive method of communicating ideas, emotions, and desires" (Sapir, 1921).		
D. Language is an instinctive system that allows us to share our feelings using symbols.		
E. Humans use language to share desires and emotions by using symbols.		

Tip: If the words are copied exactly, they must be inside quotation marks and cited. If you use your own words, you still need to cite the source.

Developing Good Habits to Avoid Plagiarism

Most plagiarism happens because of **poor time management** or **confusion**. Building good academic habits will help you stay safe.

Task 5: Add two more suggestions to this list of positive habits.

- Start assignments early so you're not rushed
- Make notes in your own words—not copied text
- Keep track of all the sources you consult
- Check that all in-text citations appear in your reference list
- _____
- _____

Tip: Use reference management tools like *Zotero* or *Mendeley* to help organize your sources.

Task 6: Match the terms with their correct definitions.

<i>Term</i>	<i>Definition</i>
<i>Paraphrasing</i>	A book, article, website, or other work used for ideas or information
<i>Plagiarism</i>	A short note inside the text showing where the information came from
<i>Quotation</i>	Using the exact words of a source in your writing
<i>Reference</i>	Rewriting the original idea in your own words
<i>Summary</i>	A brief version of a longer text that focuses on the main points
<i>Source</i>	A full entry at the end giving publication details of a source
<i>Citation</i>	Copying another's work without credit

Task 7: Research Task. Find your university's plagiarism policy.

Answer the following:

1. What penalties can students face if they plagiarize?
2. Does the policy mention self-plagiarism?
3. Are there any recommended tools or services to help you check your work?

If you cannot find your institution's policy, visit:

Purdue OWL on Plagiarism https://owl.purdue.edu/owl/avoiding_plagiarism/index.html

CHAPTER 3: SUMMARIZING AND PARAPHRASING

SUMMARIZING

Summarizing is an essential academic skill, where students must often present complex theories, empirical findings, or arguments concisely. It involves restating the main ideas of a text in your own words, omitting examples, illustrations, and extra details. Summarizing is crucial when writing literature reviews, research reports, or annotated bibliographies.

You also summarize informally when:

- Explaining what Chomsky’s Universal Grammar theory is about
- Describing the argument in a journal article
- Telling a classmate about a TED Talk on language and identity

What qualities make a summary effective?

- It only includes essential ideas
- It avoids repetition or examples
- It uses the student’s own wording

The Process of Summarizing

Regardless of the summary’s length—whether it’s one sentence or a full paragraph—the process generally follows the same stages.

Task 1: Organize these steps into the correct order (1–5).

- (a) ___ Draft your summary using your notes and restructure if needed
- (b) ___ Note down key points, using your own phrasing
- (c) ___ Carefully read the original material and check unfamiliar vocabulary
- (d) ___ Highlight or underline the main ideas
- (e) ___ Review your summary to confirm clarity and accuracy

Task 2: Choose the best summary.

Sociolinguists have shown that language varies not randomly but systematically according to social factors like class, age, and gender. For example, Labov's studies in New York and Philadelphia showed consistent correlations between speech variables and social stratification. These patterns reveal that speakers adjust their language use in line with both identity and context.

Compare these three summaries:

(a) Labov and others found that speech varies according to social class and identity, showing predictable patterns in pronunciation.

(b) Language changes randomly, but studies show that people from different groups sound different, especially in big cities like New York.

(c) Labov's work showed people speak differently depending on where they live, but it has nothing to do with gender or class.

Summary Rank Reason

(a)

(b)

(c)

Tip: A good summary accurately captures **main claims**, avoids generalizations, and is **discipline-specific**.

Task 3: Read this academic extract and observe how it is transformed into notes and summaries:

Recent studies in corpus linguistics have changed how we understand collocations. Rather than being seen as fixed expressions, collocations are now viewed on a spectrum, from highly frequent co-occurrences to more flexible word pairings. Tools like Sketch Engine have enabled linguists to analyze large language datasets, revealing patterns of use across registers, disciplines, and time periods. These tools also support applications in EAP, lexicography, and computational linguistics.

(b) *Notes extracted from the text:*

- Corpus research reshapes view of collocations
- Collocations: from fixed expressions → flexible combinations

- Sketch Engine: analyzes large corpora
- Findings applied in EAP, dictionaries, NLP

(c) *Expanded summary (~35% of original):*

Corpus-based studies have revised our understanding of collocations, showing they exist on a spectrum from fixed to variable patterns. Tools like Sketch Engine allow linguists to explore large datasets and identify language patterns, with applications in academic English, lexicography, and natural language processing.

(d) *Concise summary (20 words):*

Collocations range in flexibility; corpus tools such as Sketch Engine reveal usage patterns and support applied linguistic practices.

(e) *Now try it yourself:*

Step 1 – Read this academic extract carefully:

Multilingualism is increasingly seen as the norm rather than the exception, especially in globalized societies. Applied linguists argue that embracing translanguaging—the dynamic use of multiple language resources—can better reflect how individuals actually communicate. In classrooms, this means valuing students' full linguistic repertoires rather than enforcing monolingual norms. Critics warn, however, that translanguaging must be clearly defined and thoughtfully implemented to avoid ambiguity in research and pedagogy.

Step 2 – Extract notes (keywords and main ideas):

-
-
-
-

Step 3 – Write your 50-word academic summary below:

(Remember: preserve key terms like *translanguaging*, *multilingualism*, and *linguistic repertoires*; aim for clarity and conciseness.)

WHAT IS PARAPHRASING?

Paraphrasing is the process of **rephrasing another author's ideas in your own words**, while keeping the **original meaning fully intact**. It is a critical skill in academic writing, especially in linguistics, where you frequently refer to other scholars' definitions, theories, or research findings.

Unlike summarizing, **paraphrasing does not reduce the length** of the original sentence or passage. Instead, it **changes the structure and vocabulary** while preserving all essential information.

e.g., Original sentence:

Language is a system of signs that express ideas, and is therefore comparable to writing, the alphabet, braille, symbolic rites, polite formulas, military signals, etc. (Saussure, 1916/2011).

Paraphrase:

According to Saussure (1916/2011), language functions as a sign-based system for expressing meaning, similar to writing systems and symbolic codes.

What Makes a Good Paraphrase?

- ✓ Uses **different sentence structure**
- ✓ Replaces vocabulary with suitable **synonyms or rephrased concepts**
- ✓ Retains **key linguistic terms** (e.g. "signs", "system", "meaning")
- ✓ Keeps the **original meaning** accurate and complete
- ✓ Acknowledges the **original source** with correct citation

Task 4: Comparing Linguistics Paraphrases

Original Text (Halliday, 2004):

A functional grammar is concerned not only with the structure of language but also with how language functions in different social and communicative contexts.

Compare the paraphrases:

Paraphrase A:

Halliday (2004) explains that functional grammar focuses on the form of language as well as its role in real-world situations.

Paraphrase B:

According to Halliday (2004), functional grammar studies not just language form, but how it is used to achieve communication in various social settings.

Paraphrase C:

Functional grammar examines grammar rules and their communicative uses across cultures, showing how sentence types reflect different languages (Halliday, 2004).

Paraphrase Rank Reason

A

B

C

Reminder: A strong paraphrase:

- Is accurate and discipline-specific
- Avoids adding unrelated ideas
- Does not oversimplify the original
- Avoids copying sentence structure

Task 5: Paraphrase sentences from linguistic texts.

(Trudgill, 2000):

Sociolinguistic variation often correlates with speakers' social class, gender, age, and geographic location.

Your paraphrase:

(Gee, 2015):

Discourse is more than just language use; it includes the social practices and identities that language enacts.

Your paraphrase:

(Larsen-Freeman & Long, 2014):

Second language acquisition research has increasingly shifted from product-oriented models to more dynamic, usage-based approaches.

Your paraphrase:

Task 6: Write your own paraphrase of this passage (about the same length). Use your own sentence structure and vocabulary but preserve all key ideas.

(adapted from Van Dijk, 2008):

Critical Discourse Analysis (CDA) investigates how language contributes to the reproduction of social power and inequality. It examines how texts and conversations reflect ideological positions. CDA does not just describe linguistic features—it seeks to uncover hidden meanings and social implications in discourse.

How to Paraphrase: Techniques

Paraphrasing involves more than replacing individual words—effective paraphrasing demonstrates your **understanding of academic content** and your ability to **express it using your own academic voice**. In linguistics, paraphrasing is crucial when discussing theories, analyzing data, or synthesizing sources in essays or theses.

Here are three reliable techniques to help you paraphrase effectively:

(a) Use Synonyms

Swap general words for more academic or precise alternatives. Avoid replacing **technical linguistic terms** (e.g. “phoneme,” “code-switching,” “discourse”) unless absolutely necessary.

Examples:

- **difficult** → challenging
- **people** → individuals, speakers, participants
- **change** → shift, modify, transform
- **use** → employ, apply

(b) Change Word Form

Convert between nouns, verbs, adjectives, and adverbs to rephrase ideas more flexibly.

Examples:

- **variation** (n.) → **vary** (v.)
- **productive** (adj.) → **productivity** (n.)
- **identify** (v.) → **identification** (n.)

(c) Change Word Order

Rearrange sentence structure while preserving the original meaning. Be especially careful with formal grammar in complex sentences.

Example:

“Pragmatic markers are often overlooked in second language acquisition research.”
→ “In research on second language acquisition, scholars often neglect the role of pragmatic markers.”

Tip: You **don’t need to change every word**—retain exact terminology when it’s specific to the field (e.g. “intonation,” “morpheme,” “CDA”).

Task 7: Replace the underlined words with synonyms. Then rewrite the paragraph.

It is widely agreed that men and women communicate differently. Women appear to excel in maintaining conversations and managing turn-taking, while men tend to dominate discussions and interrupt more frequently. These tendencies, however, are not universal.

Task 8: Change the word class of the underlined words. Then rewrite the paragraph.

Bilingualism has been associated with cognitive flexibility and mental control. Children who grow up in multilingual environments often demonstrate advanced executive function and adaptability in problem-solving tasks.

- associated → association (n.)
- demonstrate → demonstration (n.)
- adaptability → adapt (v.)

Task 9: Rearrange the sentences to preserve meaning but change structure. Avoid copying phrases directly.

Recent studies in linguistic anthropology have emphasized how language reflects and reinforces social power. These studies explore how language ideologies influence speech patterns, policies, and cultural beliefs.

Task 10: Rewrite this paragraph using all three techniques (synonyms, word form, and sentence structure), keeping all major ideas.

First language acquisition typically occurs naturally in early childhood, involving interaction with caregivers and imitation of speech. While vocabulary grows rapidly, the acquisition of

syntax follows more predictable developmental stages. Scholars argue that both innate mechanisms and environmental input play key roles in this process.

Task 11: Apply the three techniques (synonyms, word class, word order) to paraphrase the text in your own words. Keep the **same length** and **complete all key ideas**.

More than 7,000 languages are spoken in the world today, the result of centuries of cultural contact, migration, and historical change. These languages provide linguists with important evidence about human cognition, identity, and social interaction, but the majority remain under-documented. Field linguists can usually work only in accessible regions, which limits research to languages spoken in larger communities, while many minority languages are endangered or have already disappeared. A few endangered languages (such as Basque or Welsh) have received substantial study, but this kind of attention is rare for smaller communities. However, the situation is now changing with the development of digital tools for language documentation. These affordable, portable technologies allow researchers to record, archive, and analyze speech directly in the field. Currently, a group of linguists is planning to use such tools to document languages spoken in remote areas of Papua New Guinea, one of the world's most linguistically diverse regions.

UNIT 4: REFERENCING AND CITATIONS

In linguistic writing — essays, reports, theses, or term papers — it is essential to show how your ideas are informed by existing research. You are expected to draw on and **acknowledge published work**, whether by quoting, paraphrasing, or summarizing. This demonstrates academic integrity and situates your writing within the scholarly conversation.

Quotations and references should:

- Show that you are familiar with the relevant literature
- Support your ideas and provide credible evidence
- Illustrate key concepts or examples
- Avoid plagiarism by properly acknowledging sources

Quotations must be **used selectively** and always integrated **with your own voice**. Overuse of quotations can obscure your argument and reduce originality. More importantly, quotations must always be correctly **referenced and listed** in your bibliography or reference list.

Format for Citation

1. Short Quotations (fewer than 40 words)

Use **quotation marks** and **integrate the quotation into your sentence grammatically**. The **author, year, and page number** should be included in parentheses if not already mentioned in the sentence.

e.g., As Wingate (2019) notes, “students need to be made aware of the expectations of academic writing from the beginning of their studies” (p. 37).

Alternatively:

“Students need to be made aware of the expectations of academic writing from the beginning of their studies” (Wingate, 2019, p. 37).

2. Long Quotations (40 words or more)

For longer quotations:

- Start on a **new line**.
- **Indent** the entire block (0.5 inch or 1.27 cm from the left).
- **Do not use quotation marks**.
- Place the **citation at the end** of the paragraph (after the final punctuation).

e.g., Hyland (2020) emphasizes the importance of academic voice:

Developing a clear academic voice is not just about stating what others have said; it is also about positioning oneself in relation to those voices. Academic writing is both dialogic and persuasive, requiring students to engage critically with sources. (p. 89)

Ways to Introduce a Quotation

- According to X (date), “...”
- X explains that “...”
- As X has argued, “...”
- X suggests that ...
- X concludes: “...”
- Recent research by X shows that ...

Use a **variety of reporting verbs**: notes, claims, states, explains, argues, observes, concludes, reports.

Format for Referencing

Books

Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.

A comprehensive text on academic writing in second language contexts.

Murray, N., & Hughes, G. (2021). *Writing up your university assignments and research projects: A practical handbook* (5th ed.). Open University Press.

A practical guide to academic writing tasks at university level.

Journal Articles

Wingate, U. (2019). ‘Can you proofread this for me?’: Teaching academic writing through self-regulation strategies. *Journal of Academic Language and Learning*, 13(2), 35–49.

<https://journal.aall.org.au/index.php/jall/article/view/610>

Bruce, I. (2020). Academic writing and genre: Reconfiguring academic knowledge. *Journal of English for Academic Purposes*, 47, 100894. <https://doi.org/10.1016/j.jeap.2020.100894>

Explores genre theory in academic writing.

Flowerdew, J. (2021). Language for academic discourse: A corpus-based approach. *English for Specific Purposes*, 63, 4–15. <https://doi.org/10.1016/j.esp.2021.01.003>

A study on academic discourse using corpus linguistics.

Chapters in Edited Books

Charles, M. (2018). Using corpora in EAP writing instruction. In J. Flowerdew & T. Costley (Eds.), *Discipline-Specific Writing: Theory into Practice* (pp. 77–92). Routledge.

Hyland, K. (2020). Teaching academic vocabulary. In N. Schmitt & D. Schmitt (Eds.), *Vocabulary in Language Teaching* (2nd ed., pp. 223–240). Cambridge University Press.

Paltridge, B. (2020). Genres and English for Academic Purposes. In K. Hyland & P. Shaw (Eds.), *The Routledge Handbook of English for Academic Purposes* (pp. 347–359).

Routledge.

Footnotes and Latin Abbreviations (For Reference Only)

Avoid overusing footnotes in student writing. However, you may encounter Latin abbreviations such as:

<i>Latin</i>	<i>Meaning</i>	<i>Usage</i>
<i>et al.</i>	and others	Smith <i>et al.</i> (1998)
<i>ibid.</i>	in the same place	(<i>Ibid.</i> , 45)
<i>e.g.</i>	for example	e.g., speech acts
<i>i.e.</i>	that is	i.e., clearly defined terms

Task 1: Integrating Quotations

Part 1: Choose **one of the following quotations** from recent academic sources. Then, write **two original sentences** in which you integrate the quotation correctly:

1. Once with the author mentioned in the sentence.
2. Once with the author cited in parentheses.

Quotations (choose one):

- a) “Academic writing is a social practice shaped by the disciplinary community” (Hyland, 2020, p. 17).
- b) “Students often struggle to transfer writing skills across contexts” (Moore & Morton, 2021, p. 44).
- c) “Critical engagement with sources is essential to argumentation in academic texts” (Bruce, 2020, p. 6).

Part 2: Choose **one of the following extended quotations** and write a short paragraph (4–6 sentences) that includes the long quotation **correctly formatted as a block quote**. Introduce the quote in your own words and reflect on its relevance to your own field of study (e.g., linguistics, literature, ELT).

Quotations (choose one):

- a) The process of learning academic writing is not linear; it is recursive and shaped by the writer’s evolving understanding of disciplinary expectations. Academic literacy involves not only mastering textual conventions but also developing a sense of identity as a member of an academic community. (Wingate, 2019, p. 38)
- b) Effective integration of sources requires students to synthesize ideas, evaluate perspectives, and position their own voice in relation to the literature. Quoting is not simply about inserting borrowed ideas—it is about entering an academic dialogue. (Paltridge, 2020, p. 354)

Part 3: Reflect on the following question:

What are the risks of overusing quotations in academic writing? How can you ensure your own academic voice remains clear while still showing engagement with the literature?

Alphabetical Order in Bibliographies

A bibliography is an alphabetical list of sources you have cited or consulted. Attention must be paid to:

- Alphabetizing by **surname**
- Treating surnames like *McKenzie* as *MacKenzie*
- Ordering authors with the same surname by **initials**
- Arranging **multiple works** by the same author **chronologically**
- Adding letters (*a, b, c*) for multiple works in the same year

Task 2: Arrange the following author names in correct alphabetical order.

List A

Dawson, E.

Davidson, D.

Davey, A.C.

Davies, C.T.

Day, D.A.

Davey, A.M.

Dawkins, R.

Davis, A.

Davidson, G.D.

Davies, C.W.

Davy, A.

Dawes, C.G.

List B

Johns, T.F.

James, K.

Johnson, R.

Jones, J.F.

Johnston, S.A.
Jackson, J.
Johnson, K.
James, C.V.
Johns, A.M.
Jones, C.
Johns, C.
James, D.V.

→ After completing, check your answers with a partner and discuss any disagreements.

Task 3: The following list of references includes **several mistakes** related to **punctuation, formatting, order of elements, or missing details** according to APA 7th edition style.

- a. Wingate, U (2019). Academic literacy and student engagement in higher education. *Journal of English for Academic Purposes* 42 100769
- b. Hyland K. (2020). *Second Language Writing*. Cambridge UP.
- c. Bruce, Ian (2020) *Positioning in academic writing: Corpus perspectives*. London: Bloomsbury Academic
- d. Swales, J.M., & Feak C. B. (2022). *Academic writing for graduate students*. University of Michigan.
- e. Charles, M (2021). *Introducing English for academic purposes*. Routledge: New York.
- f. Paltridge, Brian & Sue Starfield. (2019). *Thesis and dissertation writing in a second language: A handbook for supervisors*. Routledge
- g. Tardy, C. (2018). Voice in academic writing: The rhetorical construction of author identity. *Journal of English for Academic Purposes*, 33(1) pp. 21–31.

Task 4: Create a bibliography of 5–10 sources relevant to your area of linguistic study. Include:

- Books
- Articles from peer-reviewed journals
- Edited collections (if available)

Task 5: Analyzing Academic Writing Conventions in Linguistics Texts

Disciplinary Writing and Metadiscourse

Academic writing in linguistics requires students to engage not only with disciplinary content but also with the **rhetorical practices** that define the field. Hyland (2021) argues that “academic writing is as much about argument and persuasion as it is about ideas and information” (p. 5).

Researchers have identified various strategies that writers use to manage their stance. As Tardy (2020) notes, “metadiscourse allows writers to engage with readers more directly, signaling how the text should be understood” (p. 114). These rhetorical features are especially important in fields like linguistics, where interpretation and analysis often involve subjective judgment.

Bruce (2019) distinguishes between **interactive** and **interactional** metadiscourse in EAP writing:

Interactive features help to organize the discourse for the reader, such as transitions, frame markers, and endophoric markers. Interactional features, in contrast, allow the writer to comment on the content, using hedges, boosters, and self-mentions to shape the writer–reader relationship. (p. 42)

Understanding these conventions can help students construct arguments that are both **disciplined and reader-oriented**. As Hyland (2021) observes, writing academically is “a social and situated act that reflects membership in a disciplinary community” (p. 10).

- a) Highlight or underline each example of the following:
 - A direct quotation (within quotation marks)
 - A block quotation (indented, without quotation marks)
 - An in-text reference (APA format)
- b) Review the reference list provided below. Identify:
 - Any missing information, incorrect punctuation, or formatting problems.
 - Whether the list is correctly alphabetized.
 - Whether each item matches the citations used in the text.

Reference List:

Bruce, I. (2019). *Expressing critical stance in academic writing: A corpus-based analysis*. Routledge.

Hyland, K. (2021). *Second language writing* (2nd ed.). Cambridge University Press.

Tardy, C. M. (2020). *Beyond convention: Genre innovation in academic writing*. University of Michigan Press.

PART 2

LANGUAGE OF ACADEMIC WRITING

UNIT 5:

ACADEMIC STYLE AND LANGUAGE IN LINGUISTICS WRITING

Academic writing in English follows a **formal, objective, and precise** style. This means avoiding conversational expressions, contractions, and vague wording. In linguistics, where terminology, precision, and evidence-based argumentation are crucial, a formal writing style helps to present your ideas clearly and persuasively.

Academic writing is *not simply about sounding sophisticated*. It is about **clarity, consistency, and professionalism**.

Key Point: In linguistics, even when describing abstract or controversial topics like language ideology, dialectal variation, or critical discourse, your tone should remain **analytical** rather than emotional or personal.

Formal vs. Informal Style

Task 1: Compare the tone of the following sentence pairs. Which sentence in each pair sounds more formal and appropriate for an academic paper in linguistics? What features mark the difference in tone?

- ▼ *Lots of people use slang differently depending on who they're talking to.*
✓ *Sociolinguistic variation in the use of slang reflects differences in audience design and social identity.*
- ▼ *I want to say that the data doesn't really match what we thought.*
✓ *The data do not fully align with the initial hypothesis.*
- ▼ *I'll look into this more later on in the paper.*
✓ *This issue will be addressed in detail in Section 4.*
- ▼ *You can see from Table 2 that these speakers switched codes a lot.*
✓ *Table 2 shows frequent instances of code-switching among participants.*

Features of Formal Academic English

<i>Informal Style</i>	<i>Formal Academic Style</i>
Contractions like <i>doesn't, can't</i>	Use full forms: <i>does not, cannot</i>
Colloquial expressions (e.g. "a bunch of", "get into")	Use precise terms: <i>a group of, engage with</i>
Direct address to the reader (" you can see ")	Use passive or impersonal forms: <i>it can be observed</i>
Vague language (" a lot ", " things ", " stuff ")	Use specific terminology: <i>frequent occurrences, linguistic phenomena</i>
Phrasal verbs (" find out ", " go on ")	Prefer Latinate equivalents: <i>discover, continue</i>
Slang or contractions (" kids ", " gonna ")	Use formal equivalents: <i>children, going to</i>
Direct questions (" What does this mean? ")	Use indirect phrasing: <i>It is necessary to consider what this might imply.</i>

Task 2: Revise the following informal sentences to make them more suitable for a research paper in linguistics.

1. The study looked at how people speak when they hang out with friends.
2. We can't say for sure if this dialect is gonna disappear.
3. You can clearly hear the difference in pronunciation between the two speakers.
4. This paper tries to find out how texting changes language use.
5. 5 out of 15 students didn't get the difference between the two sentence structures.
6. The data doesn't show many interesting things.
7. This was kind of unexpected.

Choosing the Right Perspective: Personal vs. Impersonal Style

Academic writing tends to use an **impersonal** style to emphasize objectivity. This means that rather than writing "I believe that code-switching helps express identity," we may write: *Code-switching may serve as a linguistic resource for expressing identity.*

However, in contemporary **linguistics writing**, especially in subfields like discourse analysis or ethnography, the **use of “I” is increasingly accepted**, particularly when the researcher plays an active role in the fieldwork or interpretation (e.g., “In this paper, I argue that...”).

Tip: For beginners, using an impersonal style helps develop a more objective academic voice. Once you are confident in your writing, you may selectively and strategically use “I” — especially when presenting your own argument or interpretation.

Task 3: Identify the better version of each sentence below for a formal academic style.

1. ▼ I think this shows that people talk differently depending on who they’re with.
✓ This suggests that audience-related variation plays a key role in speech behavior.
2. ▼ You can hear how vowels are pronounced differently in this dialect.
✓ Variation in vowel pronunciation is evident in the dialect under study.
3. ▼ I will discuss this more in the next part.
✓ This issue will be addressed in the following section.

Vocabulary and Register in Linguistics

In linguistics, academic vocabulary often includes **technical terms** (e.g., *diglossia*, *morpheme*, *presupposition*) and **discipline-specific expressions** (e.g., *language ideology*, *speech accommodation*, *narrative structure*). Avoid vague language such as *thing*, *stuff*, *a bit*, or *kind of*. Be precise.

Consider the difference:

- ▼ *The speaker kind of changes how she talks depending on the topic.*
- ✓ *The speaker exhibits register variation based on topical shifts.*

Task 4: Upgrade the following general or vague phrases using appropriate academic terminology from linguistics:

1. *The way people speak in different places.*
2. *How people talk when they're at work versus with friends.*
3. *Changing your voice to sound more formal.*

4. *Small parts of words that carry meaning.*
5. *Changing languages while speaking.*

Final Tip

As you read and write in English for your linguistics courses, **keep a personal bank of useful academic phrases** and expressions that reflect formal style. These will help you internalize the tone, register, and patterns expected in academic communication.

Good academic style doesn't just sound intelligent — it makes your ideas easier to understand and harder to dismiss.

Task 5: Rewrite the following passage in **formal academic English**, making sure to:

- Eliminate colloquialisms
- Use cautious and precise language
- Apply appropriate academic vocabulary
- Improve grammar and sentence structure

A bunch of students in our department said syntax was the hardest part of the course. They also mentioned that they don't get enough time to practice writing properly. Some even wrote super long sentences with too many extra bits that made them confusing. One guy said he just translated from Ukrainian in his head and hoped for the best.

Tips:

- Replace casual phrases (*a bunch of, super long, extra bits, one guy*) with formal equivalents.
- Use hedging (*seems to, tends to, may*) instead of overgeneralization.
- Use terminology from linguistics (e.g., *syntactic complexity, subordination, LI interference, coherence*).

Task 6: Rewrite the sentences in a more formal academic tone by converting them into third-person constructions. Multiple answers are possible.

1. My paper looks at how people use dialects in digital communication.
2. You need to consider regional variation in your analysis.

3. We should examine the role of intonation more carefully.
4. In my opinion, the data is inconclusive.
5. I will question the assumptions in Chomsky's theory.
6. If you want to improve your writing, you need to read more academic texts.
7. We believe that prescriptive grammar rules should be reconsidered.
8. When you collect spoken data, you must ensure informed consent.
9. I do not support this approach to language teaching.
10. If we want to support bilingualism, we should provide more resources.

Task 7: Transform the following active sentences into passive voice for a more formal, objective tone. Begin with the underlined parts where appropriate.

1. The linguist interviewed 30 bilingual children.
2. The teacher corrected the pronunciation errors.
3. Someone recorded the speech data during the interview.
4. We should not ignore language contact in this analysis.
5. The research team collected data from five dialect regions.
6. The department awarded her a scholarship. (*Hint: begin with "She" or "A scholarship"*)
7. My paper explores patterns of code-switching in bilingual discourse.
8. We should analyze the transcripts more thoroughly.
9. The fieldwork team can complete the data collection in a month.
10. We can argue that social factors influence pragmatic choices. (*Hint: start with "It can/could"*)

Task 8: Rewrite the following direct questions as indirect questions or embedded statements appropriate for academic texts.

1. How do children acquire irregular verb forms?
2. Why do speakers shift styles in conversation?
3. What are the advantages of a corpus-based study?
4. Does language shape perception?
5. Can bilingual education improve cognitive flexibility?
6. Is this feature unique to African American Vernacular English?
7. When should language testing occur in the school year?

8. Should researchers disclose their identity in participant observation?
9. What is the best way to transcribe overlapping speech?
10. Would removing standardized testing benefit language learners?

Task 9: Rewrite the sentences using appropriate linking devices, reducing the number of short or choppy sentences. Start from the first letters provided or write your own version.

1. She studied phonology at university. This was in Warsaw. She now lectures at a university in Canada. There are students from many countries. She likes the job. Sometimes she finds communication styles vary.
Having s**** phonology at W***** University, she now lectures at a Canadian university, w**** students come from many different countries. A***** she likes the job, she sometimes finds that communication styles vary.**
2. Chomsky proposed Universal Grammar. This was in the 1950s. Many linguists criticized the theory. Others supported it. Today, it still sparks debate. Many use it as a framework in syntax studies.
Universal Grammar was p***** by Chomsky in the 1950s. A***** some linguists criticized the theory, others supported it. Today, it remains a debated concept, s***** as a framework for many syntax studies.**
3. The study used spontaneous speech data. This allowed the researchers to observe authentic interactions. There were transcription issues. The quality of recordings was uneven.
The study used spontaneous speech data, w** allowed the researchers to observe authentic interactions. H*****, transcription was sometimes problematic due to uneven recording quality.**
4. Linguistic change is a gradual process. It affects grammar, vocabulary, and pronunciation. New forms often spread slowly. They gain acceptance through repeated use.
Linguistic change is a gradual process a***** grammar, vocabulary, and pronunciation. New forms often spread slowly, g***** acceptance through repeated use.**

Task 10: Rewrite the following sentences by replacing the underlined verbs with **nouns**, adjusting other parts of the sentence accordingly to improve academic style.

1. This paper will **examine** how social networks influence language change.
2. It is difficult to **identify** the speaker's intention.
3. The article will **discuss** why code-switching occurs.
4. The linguist **analyzed** how regional accents **spread**.
5. The researchers **looked at** how politeness strategies differ in cultures.
6. Participants **responded** differently based on question framing.
7. After they **presented** their findings, a debate followed.
8. They **agreed** on a definition after several meetings.
9. If the instructor does not **explain** the concept clearly, students may misinterpret it.
10. When there is too much grammatical **correction**, learners lose confidence.

Task 11: Rewrite the passage below in formal academic English

Research has shown (James) that learners of English find writing the most difficult thing they've got to do. There are 3 main types of error that the learner will make. The biggest sort of error leads to misunderstanding or a total breakdown in communication. There are lots of causes of this: the biggest is the use of translation from the mother tongue. By translating word for word the student uses the wrong sentence patterns (grammar) and the wrong words (vocabulary).

Another cause is choosing to write long and complicated sentences with far too many supplementary clauses. The longer the sentence the bigger is the chance of making mistakes and failing to communicate the meaning. Therefore, in the early stages of your writing, you shouldn't write sentences longer than 3 lines.

UNIT 6: CAUTIOUS LANGUAGE

In English academic writing it is essential to avoid overly definite or absolute claims. This writing strategy is known as **cautious or hedged writing**. Cautious writing helps:

- Avoid generalizations that cannot be universally proven
- Protect the writer from criticism or misinterpretation
- Allow for other perspectives, theories, or counterexamples
- Maintain a tone of objectivity and professionalism

In linguistics, where knowledge is often based on interpretation, contextual variation, and probabilistic patterns (rather than laws), cautious language is essential for accuracy and scholarly integrity.

Common Ways to Express Caution in Academic English

Here are several **grammatical and lexical strategies** used to create a cautious tone in academic linguistics texts.

1. Modal Verbs (to express possibility, probability, or tentativeness)

Examples: *may, might, could, can* (in the sense of possibility)

✓ *Learners may rely on their first language when constructing syntactic structures in a second language.*

✓ *Code-switching could indicate strategic discourse management rather than language deficiency.*

2. Adjectives of Likelihood or Certainty

Examples (from strong to weak): *It is certain, It is likely, It is possible, It is unlikely*

✓ *It is likely that lexical borrowing occurs more frequently in contact situations with high bilingual proficiency.*

✓ *It is possible that prosodic features contribute to pragmatic misunderstandings in intercultural communication.*

3. "There is a possibility" Structures

Examples: *There is a strong/slight/definite possibility that...*

✓ *There is a slight possibility that register awareness influences the use of discourse markers in oral narratives.*

4. Adverbs of Degree and Probability

Examples: *probably, possibly, presumably, apparently, arguably, in general*

✓ *Students in immersion programs probably outperform those in traditional language classes in oral fluency.*

✓ *Presumably, the choice of politeness strategies reflects social distance and power dynamics.*

5. Distancing Phrases and Reporting Verbs

Examples: *It seems, It appears, It would seem, tends to, suggests that, is assumed to*

✓ *It appears that learners tend to simplify syntactic structures in early stages of acquisition.*

✓ *Some researchers suggest that standardization of English may lead to linguistic homogenization.*

6. Quantifying Expressions

Examples: *a number of, many, some, a few, a majority of*

✓ *A number of sociolinguists argue that gender differences in speech are socially constructed.*

✓ *Some dialectologists believe that regional variation is decreasing among younger speakers.*

7. Shared Assumptions or General Beliefs

Examples: *It is generally accepted, It is widely believed, It is often assumed*

✓ *It is widely believed that multilingualism benefits cognitive flexibility.*

✓ *It is generally accepted that context plays a crucial role in pragmatic competence.*

Task 1: Read the excerpt below and **underline** all instances of cautious language. Try to identify which strategy is being used in each case.

Language Attitudes and Identity

It is generally believed that language attitudes influence speakers' perceptions of themselves and others. In multilingual contexts, attitudes toward minority languages may affect language maintenance efforts. While researchers tend to agree that language is closely linked to identity, it remains difficult to measure this connection precisely. There appears to be a strong association between linguistic choice and perceived group membership, but individual variation is still considerable.

Some studies suggest that speakers may adjust their accent or lexical choices depending on the interlocutor. This phenomenon, known as accommodation, probably reflects social alignment strategies more than linguistic necessity.

Task 2: Rewrite the following statements using **appropriate cautious language**. Apply at least two different strategies (modals, adverbs, distancing phrases, etc.) for each sentence where possible.

Example Rewrites:

Original: Pragmatic failure leads to communication breakdown.

Cautious: Pragmatic failure *may* lead to communication breakdown in certain contexts.

It is possible that pragmatic misinterpretations *contribute* to breakdowns in intercultural communication.

Original: Children master basic syntax by the age of five.

Cautious: Children *tend to* acquire core syntactic structures *by around* the age of five, *though variation exists*.

It is generally believed that most children develop a basic grasp of syntax in early childhood.

1. Language shift always occurs in immigrant communities.
2. Code-switching is a sign of linguistic weakness.
3. Children master basic syntax by the age of five.
4. Pragmatic failure leads to communication breakdown.
5. A single standard variety of English should be used globally.
6. All L2 learners go through the same stages in interlanguage development.
7. Text messaging is ruining grammar.
8. Language is the most important factor in forming identity.
9. Classroom interaction reflects the teacher's power.
10. Social media discourse reduces attention span in young adults.

UNIT 7:
NOUNS AND ADJECTIVES IN ACADEMIC WRITING

When reading academic texts in linguistics, students often encounter **complex vocabulary** that includes both **technical terms** from the discipline and **general academic vocabulary** common across fields. Consider the sentence:

The variability of discourse marker usage reflects the speaker’s sociolinguistic identity.

Here, *discourse marker* is a **subject-specific term** in linguistics, while *variability* and *identity* are examples of **general academic nouns** used in many disciplines. This unit focuses on academic nouns and adjectives, especially those frequently used in **linguistics research and academic writing**.

Core Academic Nouns

These nouns are commonly found in linguistic texts and academic discussions. Work with a partner to discuss their meaning and usage. Try to create your own sentence with each.

<i>Noun</i>	<i>Example Sentence</i>
<i>variation</i>	Regional variation in vowel pronunciation is a key focus in dialectology.
<i>interpretation</i>	Her interpretation of the speech act was based on contextual cues.
<i>context</i>	The meaning of deictic expressions depends heavily on context.
<i>function</i>	The interrogative served a rhetorical rather than an informative function.
<i>analysis</i>	The phonological analysis revealed several minimal pairs.
<i>perspective</i>	A functionalist perspective was adopted in the syntactic analysis.
<i>category</i>	Nouns and verbs represent distinct grammatical categories.
<i>framework</i>	The research was conducted within a generative grammar framework.
<i>phenomenon</i>	Code-switching is a sociolinguistic phenomenon observed in bilingual communities.
<i>assumption</i>	The study challenged the assumption that children acquire language linearly.
<i>evidence</i>	The recordings provided clear evidence of pragmatic failure.
<i>strategy</i>	The speaker used repetition as a repair strategy.

<i>emphasis</i>	The course places emphasis on empirical data analysis.
<i>proposal</i>	The proposal to redefine politeness was controversial.
<i>implication</i>	The implication is that register awareness improves communicative competence.

Task 1: Fill in each sentence with an appropriate noun from the list above.

- a) Sociolinguists have studied the _____ of tag questions in female speech.
- b) The researcher presented an alternative _____ to the traditional theory of phonology.
- c) Their findings have significant _____ for second language instruction.
- d) The professor challenged the basic _____ behind Chomsky’s theory.
- e) The study was conducted using a cognitive _____.

Using Nouns and Adjectives

Academic writing often switches between **noun-based and adjective-based structures**. Noun phrases tend to sound more formal and abstract, which is preferred in scholarly writing.

Compare: The reliability of the informants affects the validity of the data. (*Noun-based*)

Reliable informants produce valid data. (*Adjective-based*)

While both are acceptable, the first is typically more formal and academic.

Task 2: Fill in the missing nouns or adjectives. Some may have more than one correct form.

Noun	Adjective	Noun	Adjective
reliability			probable
	contextual	culture	
	strong	accuracy	
	wide		strategic
assumption		relevance	
average			interactive
	preferred	economy	
	variable		theoretical

consistency

phenomenal

Task 3: Use a noun or adjective from the table above to complete the sentence.

- a) There is a high _____ that code-switching will occur in informal speech.
- b) The professor emphasized the _____ importance of cultural awareness in discourse analysis.
- c) It is _____ for researchers to gain ethical approval before conducting fieldwork.
- d) The study highlights the _____ between pragmatic awareness and communicative success.
- e) Students expressed a strong _____ for task-based learning.
- f) A corpus-based study showed considerable _____ in article usage by L2 learners.
- g) The analysis lacked _____ and should be revised.
- h) The team proposed a _____ model of second language acquisition.

Common Noun Collocations in Linguistics

Learning how academic nouns **collocate** (combine naturally) helps students write fluently and formally. Here are some examples relevant to your field:

<i>Noun</i>	<i>Common Collocations</i>
analysis	conduct an analysis, detailed analysis, comparative analysis
data	collect data, empirical data, raw data
framework	theoretical framework, adopt a framework
strategy	communication strategy, discourse strategy
context	social context, linguistic context, contextual analysis
evidence	provide evidence, conflicting evidence, linguistic evidence

Task 4: Use the appropriate noun and collocation form.

- a) The researchers conducted a thorough _____ of politeness strategies.
- b) The study lacked sufficient _____ to support its claims.
- c) Sociolinguists often work within a specific _____ of language use.
- d) Learners employed a variety of _____ to maintain the conversation.
- e) Pragmatic competence is highly dependent on _____.

Task 5: Choose a short excerpt from a linguistics article.

- Highlight all academic nouns and adjectives.
- Identify which ones are general academic vocabulary and which are subject-specific.
- Try rewriting the paragraph using more noun-based or adjective-based constructions.

ADJECTIVES IN ACADEMIC WRITING

Academic writing depends heavily on **precise, formal adjectives** that express evaluation, categorization, and judgment. In linguistics, adjectives are often used to:

- describe types of theories (e.g., *theoretical, practical*)
- evaluate evidence (e.g., *reliable, inconclusive*)
- distinguish language types or usage (e.g., *literal, metaphorical*)
- signal methodological stance (e.g., *analytic, empirical*)

Understanding these adjectives, especially in contrastive pairs, helps you write critically and accurately, essential for advanced academic discourse.

Core Academic Adjective Pairs

These adjectives are best learned in **opposing pairs**, helping you understand academic nuance and gradation in argumentation.

<i>Adjective 1</i>	<i>Adjective 2</i>	<i>Example</i>
absolute	relative	Linguistic categories are often relative, depending on context.
abstract	concrete	Syntax is an abstract system; spoken commands are

<i>Adjective 1</i>	<i>Adjective 2</i>	<i>Example</i>
		concrete examples.
accurate	inaccurate	The transcription was inaccurate due to poor audio quality.
ambiguous	unambiguous	The sentence structure was ambiguous in meaning.
analytic	synthetic	English is considered more analytic, whereas Turkish is synthetic.
effective	ineffective	The questionnaire was ineffective for measuring pragmatic competence.
exclusive	inclusive	The use of inclusive pronouns fosters solidarity.
logical	illogical	The speaker's defense was emotionally charged and illogical.
metaphorical	literal	The phrase "broken heart" is metaphorical, not literal.
precise	vague / rough / approximate	The speaker's meaning was too vague to interpret.
rational	irrational	Code-switching was dismissed as irrational behavior by early theorists.
reliable	unreliable	The corpus source was considered unreliable.
relevant	irrelevant	Some responses were irrelevant to the topic.
specific	non-specific	The question lacked specific reference to context.
subjective	objective	The findings were too subjective to generalize.
theoretical	practical / empirical / pragmatic	Chomsky's theories are largely theoretical; Halliday's model is more empirical.

Task 6: Complete each sentence using a suitable adjective from the list above. Consider grammatical agreement and the most logical choice of meaning.

- In stylistics, a(n) _____ reading focuses on identifying patterns of repetition and cohesion.
- The study was criticized for being too _____ and not offering real-world applications.
- Linguistic norms are usually _____, shaped by social context.

- d) Researchers must ensure that their data is _____ and not influenced by assumptions.
- e) The metaphor "time is money" is widely used in both _____ and academic contexts.
- f) The results are _____ and confirm the hypothesis with high confidence.
- g) The lecturer encouraged a more _____ discussion, using corpus data and interviews.
- h) Semantic categories are rarely _____ and can overlap across languages.
- i) Cultural references in humor are often _____ and hard to translate.
- j) The test results were considered _____ due to inconsistent procedures.
- k) Phonological change in the sample followed a _____ sequence, consistent with the theory.
- l) Language ideology tends to be _____, depending on the speaker's social position.

Task 7: Underline the adjective in each sentence and write its corresponding *noun* in brackets. Some adjectives may have more than one noun form — consider academic use.

e.g., The linguistic results were accurate. (**accuracy**)

- a) The tutor emphasized a strategic approach to essay planning. ()
- b) The paper outlined a theoretical framework for analyzing speech acts. ()
- c) Synthetic languages tend to use affixes more extensively. ()
- d) The results were based on empirical observation of real-world usage. ()
- e) Her approach was considered too subjective to be reliable. ()
- f) The teacher encouraged a logical sequence in paragraph organization. ()
- g) The phenomenon was highly abstract and difficult to illustrate. ()
- h) The research found that some responses were irrelevant to the prompt. ()
- i) The article offered a(n) inclusive definition of multilingualism. ()
- j) His analytical skills were praised during the oral exam. ()

Task 8: Choose 5 adjectives from the list in Section 5. For each, write a short sentence using the adjective in an academic context relevant to *linguistics*. Then rewrite the sentence using the *noun form* instead.

Example:

- *Adjective:* The interpretation was **ambiguous**, which led to misunderstanding.
- *Noun:* The **ambiguity** of the interpretation led to misunderstanding.

Now write your own:

1. Adjective: _____
Noun: _____
2. Adjective: _____
Noun: _____
3. Adjective: _____
Noun: _____
4. Adjective: _____
Noun: _____
5. Adjective: _____
Noun: _____

Tip: Academic adjectives are powerful tools for showing **judgment, contrast, scope, and certainty** in your writing. Mastering their use — and shifting fluently between adjective and noun forms — gives your academic prose **precision, clarity, and depth**.

Task 9: Match each **adjective** with the most appropriate **noun**. Each adjective may match more than one noun.

Adjective	Nouns
1. empirical	a. definition, result, data
2. metaphorical	b. theory, observation, analysis
3. subjective	c. context, data, research
4. analytical	d. opinion, interpretation, account
5. abstract	e. category, framework, meaning
6. relevant	f. conclusion, implications, content
7. specific	g. phrasing, expression, question
8. inclusive	h. model, tool, method
9. ambiguous	i. reference, term, focus
10. logical	j. consequence, progression, argument

Task 10: Choose an appropriate adjective from the list and combine it with a fitting noun to complete each sentence. Each item may have more than one correct option, but use **collocational logic** and **contextual relevance**.

Adjectives to Use: abstract, analytical, empirical, relevant, ambiguous, metaphorical, theoretical, inclusive, logical, specific

- a) A(n) _____ approach is necessary when analyzing syntactic structures.
- b) The survey lacked _____ evidence to support the claims.
- c) The term "code" in sociolinguistics can have both literal and _____ meanings.
- d) The results presented were too _____ to draw clear conclusions.
- e) The speaker used a highly _____ framework to organize the argument.
- f) The researchers emphasized the need for _____ examples to illustrate the discourse features.
- g) This paper focuses on _____ concepts in language ideology.
- h) The debate included more _____ perspectives by incorporating indigenous viewpoints.
- i) The argument followed a clear and _____ sequence of reasoning.
- j) The case study raises several _____ issues in language policy.

Task 11: For each adjective below, write **two natural-sounding collocations** with academic or linguistic nouns. Then, write **one full academic sentence** using one of the collocations.

Example:

- **Adjective:** empirical
- Collocations: *empirical data, empirical method*
- Sentence: *The paper is based on empirical data collected from classroom observations.*

Now try your own:

a) *analytical*

Collocation 1: _____

Collocation 2: _____

Sentence: _____

b) relevant

Collocation 1: _____

Collocation 2: _____

Sentence: _____

c) inclusive

Collocation 1: _____

Collocation 2: _____

Sentence: _____

d) subjective

Collocation 1: _____

Collocation 2: _____

Sentence: _____

e) theoretical

Collocation 1: _____

Collocation 2: _____

Sentence: _____

UNIT 8:
VERBS IN ACADEMIC WRITING

Verbs are central to expressing claims, presenting evidence, and analyzing data in academic writing. In linguistics, main verbs often describe relationships between **theories**, **phenomena**, **data**, and **interpretations**. Understanding the precise function of these verbs is essential for reading and writing effectively.

Study the following sentence and underline the main verbs:

The researcher argues that pragmatic failure results from cross-cultural miscommunication, although she does not entirely dismiss the possibility of grammatical interference.

(Main verbs: *argues, results, does not dismiss*)

These verbs signal the **author’s argument**, the **proposed cause**, and the **evaluation** of alternatives — all essential components of academic reasoning.

Academic writing often avoids casual verbs like *get, do, say*, and prefers more formal alternatives:

<i>Informal</i>	<i>Academic Equivalent</i>
say	argue, suggest, claim
get	obtain, acquire, receive
do	conduct, carry out, perform
find out	discover, identify, determine

Common Academic Verbs

<i>Verb</i>	<i>Example in Linguistics</i>	<i>Possible Synonyms</i>
to analyze	The paper analyzes syntactic ambiguity in legal texts.	examine, investigate
to argue	Halliday argues that language shapes ideology.	claim, assert

<i>Verb</i>	<i>Example in Linguistics</i>	<i>Possible Synonyms</i>
to demonstrate	The results demonstrate a consistent shift in vowel length.	show, illustrate
to suggest	The data suggest a correlation between turn-taking and gender.	propose, indicate
to imply	This phrasing may imply speaker hesitation.	hint at, suggest
to identify	The study identifies four patterns of intonation.	detect, recognize
to characterize	This dialect is characterized by vowel centralization.	define, describe
to classify	The items were classified by syntactic function.	group, categorize
to interpret	The gesture was interpreted as sarcastic.	explain, read as
to manifest	Code-switching may manifest as a discursive strategy.	appear, be evident as

Referring Verbs in Academic Writing

Referring verbs are frequently used to summarize or introduce other scholars' ideas. These verbs help position your own voice within academic discourse.

Group A – Presenting a claim or idea:

- argue, claim, suggest, propose, state, believe, think, hypothesise, consider

e.g., Lakoff (1973) argued that women's speech style reflects social power dynamics.

Group B – Responding to others' claims:

- accept, agree with, admit, deny, doubt

e.g., Tannen denies the claim that overlap always signals interruption.

Group C – Describing findings or inferences:

- conclude, discover, reveal, indicate, assume, imply, maintain, show

e.g., The study revealed that children use rising intonation for turn-yielding.

Task 1: Write a sentence referring to what each speaker said. Choose a suitable verb from the lists above. Use **past tense** and adapt the structure as needed.

e.g., Z: "My research shows that code-mixing enhances expressivity."

Z suggested that code-mixing enhanced expressivity.

a) A: "I may have misinterpreted the speaker's politeness strategy."

→ _____

b) B: "I never said that prescriptivism is outdated."

→ _____

c) C: "Informal registers are more flexible than formal ones."

→ _____

d) D: "I support C's views on register flexibility."

→ _____

e) E: "I suppose people often switch codes to fit in."

→ _____

f) F: "After transcription, I noticed that laughter overlaps were frequent."

→ _____

g) G: "I doubt that language policy will change anytime soon."

→ _____

h) H: "There might be a connection between language contact and syntactic change."

→ _____

Further Referring Verbs: Attribution and Evaluation

Some academic verbs are used to assign responsibility, classify, or describe roles. These are essential when **evaluating sources** or discussing scholars' contributions.

Group A – Used with for + noun/gerund (often critical)

- blame, censure, commend, condemn, criticize

e.g., Labov was criticized for underestimating gender effects in his early work.

Group B – Used with as + noun/gerund (classify/describe)

- assess, characterize, classify, define, describe, evaluate, identify, interpret, portray, present

e.g., The author interpreted code-switching as a pragmatic resource.

Task 2: Rewrite the following statements using a **suitable academic verb** from Section above. Use the correct grammatical structure (*for + noun/gerund* or *as + noun/gerund*).

e.g., K: "Guttman's theory has caused major issues in discourse analysis."

K blamed Guttman's theory for major issues in discourse analysis.

a) L: "She didn't follow a consistent coding scheme."

→ _____

b) M: "There are three main types of turn-taking."

→ _____

c) N: "This framework works well for analyzing metaphor."

→ _____

d) O: "The emotional tone must be a sign of solidarity."

→ _____

e) P: "Digital media will reshape discourse norms."

→ _____

f) Q: "Sapir was the most influential figure in linguistic relativity."

→ _____

Task 3: Choose **any three academic verbs** from this unit. For each, write:

1. A sentence summarizing another researcher's idea.
2. A sentence applying that verb to your own future research.

e.g., Verb: **demonstrate**

1. *Gumperz demonstrated how contextual cues influence meaning.*
2. *My own study will demonstrate the frequency of stance markers in student writing.*

VERB PATTERNS

Academic verbs don't just express meaning, they also follow **specific grammatical patterns**. Misusing verb patterns can confuse the reader or distort the intended meaning. In linguistic writing, verbs are often used to:

- Introduce **claims**
- Report **findings**
- Classify or evaluate **phenomena**
- Attribute **blame** or **credit**

Common Verb Patterns

<i>Verb</i>	<i>Common Pattern</i>	<i>Example</i>
argue, claim, suggest, state	verb + that + clause	The author argues that context influences meaning.
admit, agree, deny	verb + that + clause	She denied that code-switching was deliberate.
blame, criticize, commend	verb + noun + for + noun/gerund	He criticized the researcher for omitting intonation patterns.
classify, define, portray, describe	verb + noun + as + noun/gerund	The article defines metaphor as a cognitive strategy.
advise, allow, encourage	verb + object + to-infinitive	The professor advised students to examine their data carefully.
appear, seem	verb + to-infinitive / that + clause	It appears that pragmatic failure occurs frequently.
enable, cause, force	verb + object + to-	The setting enabled participants to speak

<i>Verb</i>	<i>Common Pattern</i>	<i>Example</i>
	infinitive	more naturally.

Task 4: Use the verb given and complete the sentence with an appropriate grammatical structure. You may need to add a noun, clause, or infinitive. Aim for academic accuracy.

1. argue → The authors argued _____.
2. blame → Critics blamed the researchers _____.
3. define → The textbook defines context _____.
4. enable → This feature enables the user _____.
5. suggest → The professor suggested _____.
6. encourage → The supervisor encouraged students _____.
7. portray → The documentary portrayed sociolinguistic change _____.

Task 5: Each of the following sentences contains a **verb pattern error**. Rewrite them correctly.

1. The writer claimed the language policy had negative effects.

X (*Missing "that"*)

✓ _____

2. They blamed to the media for simplifying the debate.

X (*Incorrect use of preposition and verb form*)

✓ _____

3. The tutor advised to collect more examples from social media.

X (*Incorrect structure after "advised"*)

✓ _____

4. The article classifies metaphor like a cultural resource.

X (*Incorrect comparison word*)

✓ _____

5. Researchers encouraged that students explore dialect variation.

X (*Incorrect structure after "encouraged"*)

✓ _____

Task 6: Choose 5 verbs from the list below. For each, write your own original academic sentence relevant to **linguistics** using the correct verb pattern.

argue, identify, describe, blame, allow, classify, claim, encourage, demonstrate, portray

e.g., claim: The author claimed that register awareness improves comprehension.

1. Verb: _____ → Sentence: _____
2. Verb: _____ → Sentence: _____
3. Verb: _____ → Sentence: _____
4. Verb: _____ → Sentence: _____
5. Verb: _____ → Sentence: _____

Task 7: Choose the most grammatically and academically appropriate continuation for each sentence.

1. The researcher suggested
 - a) to include more participants.
 - b) include more participants.
 - c) that more participants be included.
 - d) including more participants.
2. The author defines deixis
 - a) like a spatial strategy.
 - b) as a spatial strategy.
 - c) as being a spatial strategy.
 - d) to be a spatial strategy.
3. They blamed the interviewer
 - a) for interrupt too often.
 - b) for interrupting too often.
 - c) to interrupt too often.
 - d) interrupting too often.
4. The tutor allowed students
 - a) explore linguistic variation.
 - b) exploring linguistic variation.
 - c) to explore linguistic variation.
 - d) explored linguistic variation.

UNIT 9:

ADVERBS IN ACADEMIC WRITING

Adverbs play an essential role in shaping academic tone and meaning. They help express:

- **Time:** When something happens
- **Degree:** How much or to what extent
- **Manner:** How something is done
- **Attitude and stance:** The writer's view (used with caution in formal writing)

e.g., *The author concludes that no reasonable alternative is **currently** available to replace constitutional democracy, even though he does not **completely** reject the possibility of creating a better system in the future.*

In the example above: **currently** = adverb of **time**, **completely** = adverb of **degree**

Common Functions of Adverbs

A. Adverbs Modifying Verbs and Adjectives

These adverbs help **qualify**, **intensify**, or **limit** meaning. They make arguments more precise.

<i>Function</i>	<i>Example</i>
Time	Pragmatic markers were originally considered redundant.
Degree	The evidence strongly supports the hypothesis of register variation.
Manner	The participants were randomly assigned to two language conditions.

B. Adverbs as Sentence Connectors or Stance Markers

Some adverbs function as **sentence openers** to show transitions, contrast, or addition. These often reflect the writer's voice.

- ◆ *Alternatively*, a usage-based analysis may be more suitable.
- ◆ *Currently*, many scholars advocate a more inclusive approach.
- ◆ *Similarly*, sociolinguistic variation has been observed across age groups.

Avoid overly **subjective adverbs** (e.g. *fortunately*, *amazingly*) in formal writing. These reflect personal opinion and may reduce objectivity.

Core Academic Adverbs by Category

A. Time Adverbs – When something occurred

- currently, originally, recently, previously, traditionally, continuously, presently

Currently, the theory of Universal Grammar remains influential.

B. Degree Adverbs – To what extent

- wholly, clearly, particularly, considerably, substantially, increasingly, highly, crucially, broadly, emphatically

The findings **substantially** support the argument for pragmatic competence as a separate construct.

C. Manner Adverbs – How something happens or is done

- alternatively, factually, politically, linguistically, psychologically, locally, similarly, remotely

Participants responded **linguistically** in line with their dominant language.

Adverb Placement in Academic Sentences

Academic adverbs tend to follow predictable positions:

<i>Type</i>	<i>Usual Position</i>
Time	Sentence-initial or mid-clause: <i>Currently</i> , the theory... / The theory is <i>currently</i> under review.
Degree	Before adjective/verb: a <i>highly</i> effective framework / students performed

Type

Usual Position

considerably better

Manner Before main verb or after object: *Students responded linguistically*

Task 1: Fill in the blank with an adverb from the table above. Try to choose one that fits the academic tone and logic of the sentence.

- a) _____, language learning was thought to involve memorization.
- b) The dialects spoken in the region differ _____.
- c) The participants _____ displayed signs of comprehension.
- d) The two theories can be viewed as _____ incompatible.
- e) _____, bilingualism was viewed as a disadvantage.
- f) _____, corpus-based methods are being adopted in syntax research.
- g) Language attitudes may differ _____ across social groups.
- h) Pragmatic competence is _____ relevant in intercultural communication.

Task 2: Rewrite each sentence below, improving it by inserting one or more adverbs to reflect academic style and precision.

- a) The participants were placed into two groups.
→ _____
- b) The results support the hypothesis.
→ _____
- c) Other solutions exist.
→ _____
- d) Language is used differently by different speakers.
→ _____
- e) The grammar explanation was helpful.
→ _____

Task 3: Begin each sentence with an adverb from the list and finish the sentence appropriately using a linguistics-related idea.

Adverbs to use:

alternatively, currently, originally, similarly, traditionally, conversely, nevertheless, consequently, presumably, in contrast

e.g., *Alternatively, a corpus approach may yield more authentic data.*

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT 10:
CONJUNCTIONS IN ACADEMIC WRITING

Conjunctions serve as **linguistic bridges** that connect ideas, clauses, and sentences. In academic writing, they are essential for:

- Clarifying relationships between ideas
- Guiding readers through arguments
- Signaling cause, contrast, example, time, etc.

Task 1: Study the following sentences and underline the conjunctions. Next, match each conjunction above to its function:

1. A few innovations, for example corpus software, have transformed linguistic analysis.
2. Furthermore, students are encouraged to explore sociolinguistic interviews.
3. The theory of Universal Grammar is widely debated since it lacks empirical verification.
4. The introduction of AI tools changes learning methods, thus reshaping classroom dynamics.
5. The data were transcribed first, then coded according to phonological patterns.
6. However, not all dialects conform to prescriptive grammar rules.

Function *Sentence*

- (i) Addition
- (ii) Result
- (iii) Reason
- (iv) Opposition
- (v) Example
- (vi) Time

Task 2: Read the following paragraph from a research article on language acquisition. Underline all conjunctions and match each one to its function.

Second language learners often rely on L1 structures in early stages. *However*, as their proficiency improves, the reliance tends to diminish. *In contrast*, heritage speakers display patterns that may appear inconsistent. *Because* their exposure is variable, they show greater lexical diversity. *Therefore*, it is important to distinguish between heritage speakers and L2 learners in research. *While* both groups exhibit transfer effects, heritage speakers generally achieve better phonological accuracy. *For instance*, they often preserve pitch accents in tone languages, even if vocabulary is limited. *Consequently*, assessments should be tailored to each group.

Conjunction Function

- However
- In contrast
- Because
- Therefore
- While
- For instance
- Consequently

Common Conjunctions

Task 3: Complete the following chart by adding conjunctions you commonly encounter in linguistics readings.

<i>Addition</i>	<i>Result</i>	<i>Reason</i>	<i>Opposition</i>	<i>Example</i>	<i>Time</i>
Furthermore	Therefore	Because	However	For example	When
Additionally	Consequently	Since	Nevertheless	Such as	Before
			On the other hand		

Task 4: Insert an appropriate conjunction in each blank. More than one answer may be possible, but only choose one best fit per case.

1. _____ checking the transcription software, the phonetic analysis was repeated.
2. _____ phonologists agree on the symbol system, interpretations can differ.

3. Students are asked to submit data in IPA. _____, an explanation of transcription choices is required.
4. Corpus linguistics has gained popularity; _____ it is now used in discourse analysis.
5. Many linguists, _____ Halliday and Labov, have redefined the study of language.
6. _____ the complexity of the morphosyntactic structure, the sentence was misparsed.
7. _____ the informant was speaking, notes were being taken.
8. _____ the course emphasized syntax, the student focused on pragmatics.

Task 5: Read the text and complete the blanks using appropriate **conjunctions** (e.g., although, therefore, however, since, consequently, nevertheless, for example, while).

Variationist sociolinguistics is often concerned with the relationship between language and identity, (a) _____ researchers may focus on age, gender, or ethnicity. (b) _____, gender-based variation is a recurrent theme. Tag questions, (c) _____, are reportedly used more by women in certain contexts. (d) _____ many studies confirm this pattern, the interpretation of such usage remains controversial. (e) _____, some see tag questions as weak, while others view them as cooperative devices. (f) _____ studies use large-scale corpora, others prefer interviews. (g) _____ both approaches offer insights, methodological consistency is still debated. (h) _____ researchers continue to refine their models of language variation.

Task 6: Write two accurate academic-style sentences for each prompt using appropriate conjunctions (e.g., *although*, *whereas*, *yet*, *despite*, *while*, *however*).

e.g., Chomsky's theory / criticized

- Chomsky's theory remains influential, **yet** it has been criticized for lacking empirical support.
- **Although** Chomsky's theory has shaped modern linguistics, it faces significant criticism.

(a) Some scholars promote bilingual education. Others argue it delays fluency.

- (i)
- (ii)

(b) Descriptive grammar reflects language use. Prescriptive grammar enforces rules.

- (i)
- (ii)

(c) The theory accounts for syntax. It ignores semantic variation.

- (i)
- (ii)

Task 7: Finish these complex academic sentences logically and precisely:

(a) In contrast to phonology, which focuses on sounds, _____.

(b) Despite strong support for Universal Grammar, _____.

(c) Corpus data frequently reflect natural language use, but _____.

(d) While some linguists focus on structural rules, _____.

(e) Although dialect variation is often stigmatized, _____.

UNIT 11:

LOGICAL CONNECTORS IN ACADEMIC WRITING

Logical connectors are words or phrases that signal the relationship between ideas in a text. They help readers understand whether the author is:

- Adding new information
- Giving an example
- Contrasting ideas
- Explaining reasons or results
- Drawing conclusions
- Organizing arguments in time or sequence

Connectors can appear as:

- Conjunctions: *although, because, while*
- Adverbials: *however, thus, in contrast*
- Phrasal transitions: *as a result, in addition, for instance*

Task 1: Comparing Texts – Why Connectors Matter. Read both versions and reflect:

Text A: Language is a complex system. Language changes over time. These changes are influenced by social factors. Linguists study these changes. Historical linguists analyze texts from earlier periods. Variationists focus on present-day speech. They look at age, gender, and regional differences. They compare different linguistic features.

Text B: Language is a complex system. **As a result**, it is constantly evolving. These changes are **often influenced** by social factors. **Therefore**, linguists study them in detail. **While** historical linguists analyze texts from earlier periods, **variationists, on the other hand**, focus on present-day speech. **Specifically**, they look at age, gender, and regional differences. **In contrast**, others compare syntactic or phonetic features.

1. Which text is easier to read and why?
2. Underline the logical connectors in Text B.
3. Categorize them: Which indicate **cause/effect**, **contrast**, or **example**?

Categories of Logical Connectors

<i>Function</i>	<i>Examples</i>
Addition	furthermore, in addition, moreover, also
Cause/Effect	because, since, as a result, therefore, consequently
Contrast	however, nevertheless, in contrast, on the other hand, although, yet
Concession	even though, although, while, nonetheless
Comparison	similarly, likewise
Illustration	for example, for instance, specifically, such as
Summary/Conclusion	in conclusion, thus, overall, to sum up
Reformulation	in other words, that is to say, i.e.
Time/Sequence	then, afterwards, subsequently, meanwhile, eventually
Condition	as long as, unless, otherwise, provided that

Task 2: Classify the connectors from the box into their appropriate functions in the table.

Connector Box:

accordingly, although, as a result, as a matter of fact, consequently, conversely, despite, even though, finally, firstly, for instance, hence, however, in addition, in brief, in conclusion, in contrast, in other words, likewise, meanwhile, moreover, nevertheless, on the contrary, on the whole, overall, since, that is, therefore, thus, whereas, while, yet

Function	Examples
Addition	in addition, _____, _____, _____
Cause/Effect	as a result, _____, _____, _____
Contrast	in contrast, _____, _____, _____
Illustration	for instance, _____, _____
Concession	although, _____, _____, _____
Conclusion/Summary	in conclusion, _____, _____

Function	Examples
Reformulation	in other words, _____, _____
Sequence/Time	firstly, _____, _____, _____

Task 3: Choose the **most appropriate connector** for each blank:

1. Writing is a complex cognitive activity. (**Consequently** / **Similarly**), it requires planning, revising, and editing.
2. (**Even though** / **Because**) all children acquire language, they do so at different rates.
3. Lexical variation depends on regional context. (**Therefore** / **For example**), “soda” and “pop” may refer to the same drink.
4. The essay was well-organized. (**Nevertheless** / **Thus**), it lacked sufficient evidence.
5. Language death is increasing. (**In other words** / **In contrast**), some languages are gaining prestige due to official support.

Task 4: Complete the paragraph with the correct connectors:

Connector Bank:

in fact, however, even though, for example, that is, therefore, in other words, then

Computational linguistics applies algorithms to linguistic data. 1_____, computers still cannot understand ordinary conversation. 2_____, natural languages are filled with ambiguities. 3_____, machine learning techniques are used to model language patterns. 4_____, these models require large corpora. 5_____, a part-of-speech tagger needs thousands of tagged sentences to learn basic patterns. 6_____, tagging helps assign categories to words—noun, verb, etc. 7_____, it’s a first step toward natural language understanding. 8_____, more training data will improve model performance.

Task 5: Rewrite the following text using at least **six logical connectors** from different categories. Focus on improving flow, logic, and reader guidance.

Language change is constant. Words are added or disappear. Grammar rules shift. Young speakers use new forms. Older speakers resist them. Social media has a role. It spreads slang and informal expressions.

Your Version (Use connectors like: therefore, whereas, for example, consequently, however, in addition):

UNIT 12:

THE LANGUAGE OF NUMBERS IN ACADEMIC WRITING

In academic writing, numbers are often used to support claims or provide a precise context.

- *Approximately 1,800 children between the ages of 5 and 12 were randomly selected.*
- *The Earth's atmosphere appears to be gaining **3.3 billion metric tons** of carbon annually.*
- *Five winters in the 20th century were more than **2.4°C colder** than average.*

Tip: Use **figures** and **digits** for large or specific values, and **words** for general small numbers (one to ten).

	<i>Usage Rules:</i>	
<i>Expression Type</i>	<i>Examples</i>	<i>Notes</i>
Cardinals	13, 2,000	Use figures above 10
Fractions	½, one-third	Use in scientific, nutritional, or financial contexts
Decimals	0.975	Always written in figures
No -s with hundred/thousand/million	<i>Six million people</i>	NOT “six millions people”
Currencies	\$440 m	Abbreviation used for millions
Percentages	75 per cent	Avoid using symbols (%) in formal writing

Percentages and Change

Percentages are used to express **rates of change**, **growth**, or **decline** in a clear and concise way.

Task 1: Complete the sentences:

- (a) Between 2010 and 2011, the number of overseas students increased by _____ per cent.
- (b) The number increased by _____ per cent the following year.
- (c) Between 2010 and 2013, there was a _____ per cent increase.

Hint: Use the formula:

$$\text{Percentage Increase} = (\text{New} - \text{Old}) \div \text{Old} \times 100$$

Data Table:

Year	Overseas Students
2010	200
2011	300
2012	600
2013	1,000

Simplifying with Approximate Expressions

When exact figures are **unnecessary**, general terms may make your writing smoother and more readable.

<i>Phrase</i>	<i>Approximate Number</i>
<i>a few</i>	3–6
<i>several</i>	4–5
<i>various</i>	5–6
<i>dozens of</i>	30–60
<i>scores of</i>	60–100
<i>few</i>	less than expected

Task 2: Rewrite the following.

- (b) 77 students applied for the scholarship.
- (c) He rewrote the essay three times.

- (d) Last year, 38 books were published on biogenetics.
- (e) Five names were suggested but rejected for the new chocolate bar.
- (f) The students thought of four good topics for their project.

e.g., Only three people attended the meeting.

✓ *Few people attended the meeting.*

Numerical Phrases for Academic Style

Beyond exact figures, academic writers use **set phrases** to describe numerical relationships and patterns.

<i>Structure</i>	<i>Example</i>
One in X	One in five linguistics students prefers corpus analysis.
Twice as many / Half as many	Twice as many women as men completed the test.
A fivefold increase	A fivefold increase in journal subscriptions was noted.
On average	On average, each participant produced 2.5 pages of writing.
A small/large proportion	A large proportion of respondents reported delays.

Task 3: Rewrite each sentence using more natural academic phrasing and **numerical expressions** (e.g., proportions, approximations, intensification).

(a) In 2010, only 3 participants used code-switching; by 2022, 39 did.
 → *The use of code-switching **increased more than tenfold** between 2010 and 2022.*

(b) Out of 20 interviews, 14 were conducted in English.
 → *English was used in **70 per cent** of the interviews.*

(c) The reaction time was 1.2 seconds faster with visual cues.
 → *The addition of visual cues **reduced response time by 1.2 seconds**.*

(d) 95 students took the linguistics exam, but only 53 passed.

→ Only *slightly more than half* the students passed the linguistics exam.

(e) Females outnumbered males in the phonology class: 18 to 6.

→ There were *three times as many* female students as males.

Task 4: Use the dataset below and write **at least 5 sentences** using accurate academic expressions (e.g. “a quarter,” “threefold increase,” “on average,” etc.).

Corpus Token Frequencies by Word Class

Word Class	Tokens in 1990	Tokens in 2020
Nouns	8,500	10,400
Verbs	3,200	5,800
Adjectives	2,600	2,200
Adverbs	1,500	900
Pronouns	1,100	1,200

Sample Responses:

(a) The use of verbs increased by **over 80 per cent** between 1990 and 2020.

(b) There was a **two-thirds drop** in adverb usage over the 30-year period.

(c) Adjectives were the only category to **decline slightly**, falling by around 15 per cent.

Now write:

(d) _____

(e) _____

(f) _____

(g) _____

Task 5: You are analyzing data from a study on attitudes to regional accents in UK media. Complete the sentences with suitable **academic numerical expressions** (e.g. “a minority,” “half,” “twice as likely,” etc.).

<i>Region</i>	<i>Positive View of Regional Accents (%)</i>
Scotland	76%
Northern England	49%
Southern England	31%
Wales	64%
London	58%

(a) Respondents from Scotland showed the **highest approval** rate, with over _____.

(b) Less than half of participants in _____ expressed positive views.

(c) Positive responses from Welsh participants were nearly **twice as high** as those from _____.

(d) On average, around _____ of respondents approved of regional accents.

(e) The results indicate a **clear north–south divide**, with _____ generally more positive.

Task 6: You conducted a study of filler use (“uh,” “um,” “you know”) in student presentations.

<i>Participant Group</i>	<i>Mean Fillers per Minute</i>	<i>SD</i>
Native Speakers	3.2	1.1
Non-native Speakers	6.8	1.9

Write three academic-style sentences describing your findings.

Use terms like “on average,” “nearly twice as many,” “standard deviation,” or “significant difference.”

(a) _____

(b) _____

(c) _____

Task 7: You are reporting findings from a corpus study on **hedging** (e.g., "seems," "might," "probably") in academic writing.

<i>Discipline</i>	<i>Avg. Hedges per 1,000 words</i>
Philosophy	23.1
Applied Linguistics	31.6
Engineering	11.4
Biology	16.3

Write three academic-style sentences.

(a) Hedging devices were _____ common in Applied Linguistics than in Engineering.

(b) Philosophy papers used hedges at a rate of _____.

(c) Overall, the data suggests _____ disciplines use more tentative language than technical ones.

UNIT 13:
DATA ANALYSIS WRITING & NUMERICAL LANGUAGE IN
LINGUISTICS RESEARCH

Although linguistics is a humanities-based discipline, **data-driven studies**, especially in corpus linguistics, phonetics, sociolinguistics, discourse analysis, and psycholinguistics, require accurate numerical description.

Consider the following examples:

- *A corpus of over **10 million words** was compiled from academic journal articles in linguistics.*
- *Approximately **68 per cent** of the tokens were function words.*
- *The male speakers produced **twice as many** interruptions as the female participants.*

These kinds of expressions support quantitative claims, provide transparency in methodology, allow comparison and replication of research

Here are common **types of data** linguists deal with, and how to write about them numerically:

<i>Research Area</i>	<i>Typical Data</i>	<i>Example Sentence</i>
Corpus Linguistics	Token frequencies, concordance lines	<i>Roughly 32% of all instances of “say” occurred in indirect speech contexts.</i>
Phonetics	Duration, frequency, pitch	<i>The average vowel duration for stressed syllables was 85 ms.</i>
Sociolinguistics	Speaker group counts, variants	<i>A majority of working-class speakers used glottal stops.</i>
Syntax	Construction frequency	<i>There was a fivefold increase in cleft sentence structures in L2 writing over time.</i>
Discourse Analysis	Move types, turn-taking, interruptions	<i>On average, speakers interrupted their interlocutor 1.3 times per minute.</i>

Useful Vocabulary for Interpreting Data

<i>Function</i>	<i>Example Phrases</i>
Describing frequency	<i>frequently, occasionally, rarely, infrequently</i>
Expressing majority/minority	<i>most, the majority of, a small proportion of, few, hardly any</i>
Stating increase/decrease	<i>rose steadily, dropped sharply, doubled, declined slightly</i>
Describing distribution	<i>evenly distributed, skewed toward, clustered around</i>
Comparing	<i>in comparison with, twice as many, significantly more</i>
Reporting uncertainty or limitation	<i>seems to suggest, may indicate, possibly due to, tends to</i>

Task 1: Here is a simplified **linguistic corpus excerpt**. Write three academic-style sentences summarizing trends in vocabulary usage.

- Describe which category dominates.
- Compare categories.
- Comment on possible interpretations.

e.g., *Nouns accounted for the **largest proportion** of lexical items in the sample, at 38 per cent. Verbs and function words showed similar frequencies, whereas adjectives appeared **less frequently**.*

<i>Word Type</i>	<i>Token Count</i>	<i>% of Total Tokens</i>
Nouns	2,500	38%
Verbs	1,800	27%
Adjectives	1,000	15%
Function words	1,300	20%
<i>Total</i>	<i>6,600</i>	<i>100%</i>

Task 2: Write two or three sentences interpreting the data: **a)** Describe trends using vocabulary like: *increase, double, significant, notably, suggests that, in comparison to*. **b)** Reflect on why this pattern might emerge in academic writing.

Figure 1: Percentage of Hedges in Student Essays

<i>Proficiency Level</i>	<i>% of Hedging Devices Used</i>
Beginner	12%
Intermediate	26%
Advanced	48%

e.g., *The use of hedging devices **increased markedly** with student proficiency. Advanced students employed nearly **four times as many** hedges as beginners, suggesting a stronger grasp of academic conventions.*

Task 3: Transform the raw findings below into a coherent paragraph using **at least five numerical or statistical expressions**:

Study Context: A sociolinguistic study recorded 800 utterances from 20 bilingual speakers (10 male, 10 female). The findings included:

- 380 utterances contained code-switching.
- 290 utterances were in the dominant language only.
- 130 were completely in the second language.
- Males used 180 switches; females used 200.
- Younger speakers (under 30) produced 70% of the switches.

Write a paragraph interpreting the findings.

Task 4: Rewrite the following statements using cautious or hedged language (modals, adverbs, or passive constructions):

- (a) Code-switching always occurs in informal conversations.
- (b) Men use fewer hedges than women.
- (c) Multilingual children acquire vocabulary faster.
- (d) The use of “like” as a discourse marker shows gender identity.

Rewrite to show **awareness of exceptions, data variation, and academic neutrality**.

e.g., (a) *Code-switching **tends to** occur more frequently in informal conversation settings.*

UNIT 14:

PREPOSITIONS IN ACADEMIC WRITING

Prepositions show relationships between nouns, verbs, adjectives, and other sentence elements. In linguistics, prepositions are vital in describing **data collection, language relationships, temporal events, and spatial distribution**.

Prepositions in Context

Task 1: Read the text below and underline all the prepositions (ignore *to* + infinitives):

The objective of this research is to analyze the use of hedging devices in academic writing by postgraduate students in applied linguistics. In contrast to previous studies, this paper focuses on hedging within introductory and concluding sections. Through a combination of corpus analysis and discourse interviews, the study draws on data from three UK universities between 2020 and 2023. The findings indicate variation in hedging strategies **according to** academic discipline and level of study.

→ Fill in the missing examples based on the passage above.

<i>Category</i>	<i>Example from text</i>
Noun + preposition	objective of
Verb + preposition	focuses on
Adjective + preposition	_____
Phrasal verb	draws on
Preposition of place	_____
Preposition of time	_____
Prepositional phrase	in contrast to

Task 2: Match the preposition use with its grammatical category:

<i>Sentence</i>	<i>Category</i>
(a) The perception of politeness differs across speech communities.	()
(b) Lexical items were analyzed in relation to register.	()

<i>Sentence</i>	<i>Category</i>
(c) The corpus was compiled over a period of 14 months.	()
(d) The data were drawn from recorded conversations.	()
(e) The responses were categorized into semantic fields.	()
(f) A significant number of subjects were in favor of gender-neutral language. ()	()

Use these labels:

- Prepositional phrase
- Preposition of place
- Preposition of time
- Noun + preposition
- Verb + preposition
- Adjective + preposition

Task 3: Insert a suitable preposition before or after the noun:

- (a) The research was conducted _____ the context of multilingual classrooms.
- (b) A general increase _____ voice onset time was observed in male speakers.
- (c) The model was built _____ the assumption of linear development.
- (d) The aim was to investigate the influence _____ genre on lexical density.
- (e) This claim has little support _____ the available literature.
- (f) The frequency _____ disfluencies increased significantly under pressure.

Task 4: Complete these fixed prepositional phrases frequently used in linguistic research:

- (a) _____ contrast to
- (b) point _____ view
- (c) in line _____
- (d) _____ terms of
- (e) in light _____
- (f) _____ addition to
- (g) _____ the surface
- (h) on behalf _____

Task 6: Fill in suitable **prepositions of time or place**.

- (a) The study was conducted _____ bilingual schools in Catalonia.
- (b) Interviews were held _____ April and May.
- (c) _____ the respondents, 75% had prior experience with transcription software.
- (d) Minimal pair testing was introduced _____ phonetics labs _____ the 1960s.
- (e) Hesitation phenomena peaked _____ interview segments discussing personal experiences.
- (f) The subjects were divided _____ those with formal training and those without.

Task 7: Fill in the blanks with appropriate prepositions:

This paper sets (a) _____ to examine patterns of clause-initial discourse markers (b) _____ academic essays produced (c) _____ multilingual students. Data were collected (d) _____ three major British universities (e) _____ 2022. The study was conducted (f) _____ the broader context of English as a Medium of Instruction (EMI) programmes. Most discourse markers were used (g) _____ transitions between paragraphs, but some appeared (h) _____ clause-final position. The results varied significantly (i) _____ disciplines, with students (j) _____ linguistics employing more metadiscursive phrases.

Verb + Preposition in Academic English

Common **verb-preposition collocations** used in linguistics papers:

Verb	Preposition	Example
refer	to	Smith (2020) refers to syntactic constraints.
result	in	The intervention resulted in improved comprehension.
focus	on	The study focuses on phonological awareness.
rely	on	Researchers rely on self-reported data.
contribute	to	Social cues contribute to pragmatic inference.
be associated with		Uptalk is often associated with questioning.
lead	to	The change led to higher accuracy in recognition.
account	for	This framework accounts for regional variation.

Task 8: Choose an appropriate **verb** and **preposition** pair:

- (a) The analysis _____ differences _____ phoneme perception across dialects.
- (b) Halliday's theory _____ language as a social semiotic.
- (c) Pragmatic failure often _____ cultural misunderstanding.
- (d) The findings _____ increased use of hedges _____ uncertainty.
- (e) The model _____ specific constraints _____ adjacency pairs.
- (f) Students _____ corpus analysis to identify frequent collocations.
- (g) The author _____ lack of peer interaction _____ low engagement levels.

UNIT 15:

PHRASAL VERBS IN ACADEMIC WRITING

Phrasal verbs are combinations of a verb + one or more particles (e.g., *out, up, over*) that together form a new meaning. Though more frequent in spoken and informal English, **many phrasal verbs appear in academic contexts**, particularly in lectures, academic discussions, and research reporting.

In formal writing, you may use either a **phrasal verb** or a **more formal, single-word synonym**. Being able to switch between them improves your academic style and avoids unnecessary repetition.

<i>Phrasal Verb</i>	<i>Formal Equivalent</i>	<i>Example in Linguistics Context</i>
put forward (a theory)	propose, present	Smith <i>put forward</i> a theory on language shift.
carry out (a study)	conduct, implement	The team <i>carried out</i> a cross-sectional analysis.
work out (a problem)	solve, determine	We are still <i>working out</i> the cause of variation.
be made up of	consist of	The corpus is <i>made up of</i> 2,000 spoken interactions.
point out	note, observe	The article <i>points out</i> key differences in word order.
point up	highlight, emphasize	The results <i>point up</i> the impact of register.
set out (to do sth)	aim, intend	The study <i>sets out</i> to explain code-switching.
set up (an experiment)	design, prepare	They <i>set up</i> a pilot to test language attitudes.
go into (a topic)	examine, explore	She <i>goes into</i> detail about intonation patterns.
go/look back over	revise, review	Always <i>go back over</i> your transcription notes.
go through	check, analyze	We <i>went through</i> the interview data manually.
write up (findings)	report, formalize	He <i>wrote up</i> the study for publication.

Academic Context: Phrasal Verbs in Linguistics

e.g., During her dissertation, Nadia **set up** a series of tests examining bilingual language processing. She **carried out** interviews with second-language learners and later **wrote up** her results for a journal article. Her data seemed to **go against** mainstream theories of fluency, and her supervisor **pointed out** possible methodological gaps. After revising, she **put forward** a new model of classroom-based input.

Task 1: Rewrite the underlined parts using appropriate phrasal verbs from the table above.

1. The researcher **conducted** three classroom observations.
2. Before the exam, students should **review** the previous chapters.
3. James **examines** how gesture is used in bilingual storytelling.
4. Taylor **proposed** a new model of communicative competence.
5. The sociolinguist **observed** frequent code-switching among peers.
6. Please **check** your transcript for accuracy.
7. The experiment **aims** to explore phonological awareness in children.
8. Women now **constitute** the majority of postgraduate students.

Task 2: Match the sentence beginnings with appropriate endings.

<i>Beginnings</i>	<i>Endings</i>
1. The article points out	a. against traditional grammar frameworks.
2. Our study goes	b. out our methodology and aims.
3. The introduction sets	c. up a controlled study on vowel harmony.
4. The theory was put forward	d. by several applied linguists in the 1980s.
5. They set up	e. key differences in register across genres.
6. It took time to work out	f. the cause of speech delay in participants.

Task 3: Use the correct **noun(s)** to complete each academic collocation involving a phrasal verb.

1. to carry out _____
2. to write up _____
3. to put forward _____

4. to point up _____
5. to go through _____
6. to set up _____

Task 4: Complete the paragraph below with **appropriate phrasal verbs** from the unit.

As part of their MA thesis, the students (**1**) a set of pilot interviews to explore attitudes toward language change. Their supervisor helped them (**2**) the experiment and (**3**) possible limitations. After the data collection phase, they (**4**) the findings and (**5**) their arguments in a formal report. Although some results (**6**) earlier hypotheses, they were able to (**7**) a new model of discourse competence.

Task 5: Choose a research article in linguistics.

- Underline any **phrasal verbs** used in the article.
- Write their **one-word synonym** where applicable.

Reflect: Are these phrasal verbs appropriate for formal writing, or are they more typical of spoken academic English?

e.g., “The researcher **goes into** detail on speech perception.” → Synonym: *examines*

Task 6: Choose the correct phrasal verb to complete each sentence.

1. The linguist ___ a theory that contrasts with generative grammar.
 - a. carried out
 - b. put forward
 - c. set up
2. Students were asked to ___ their field data by Friday.
 - a. write up
 - b. go through
 - c. work out
3. These findings clearly ___ the limits of Chomsky’s framework.
 - a. go into
 - b. point up
 - c. give out

4. We had to ____ our notes before the viva.
 - a. go back over
 - b. look through
 - c. look out
5. The team ____ an experiment testing phoneme awareness.
 - a. went on
 - b. set up
 - c. put down

Task 7: Complete each phrase by choosing **the correct noun or noun phrase** that most accurately collocates with the given phrasal verb. Each has **only one best fit**.

1. **to carry out** _____
 - a) a counterargument
 - b) survey data
 - c) a quantitative study
 - d) a conclusion
2. **to write up** _____
 - a) a research proposal
 - b) interview transcripts
 - c) phonetic symbols
 - d) experimental results
3. **to put forward** _____
 - a) field notes
 - b) a theoretical framework
 - c) a research site
 - d) demographic statistics
4. **to point up** _____
 - a) key limitations
 - b) a participant group
 - c) field recordings
 - d) an informant
5. **to go through** _____
 - a) a counterargument

- b) a focus group
 - c) interview transcripts
 - d) a conceptual gap
6. **to set up** _____
- a) a conceptual metaphor
 - b) a pilot test
 - c) a transcription key
 - d) a literature review

Next, choose **two collocations** from above and write **short academic-style sentences** using them.

e.g., The researchers **carried out a corpus-based study** on discourse markers in L2 writing. After collecting the data, they **wrote up the results** for submission to an academic journal.

UNIT 16:
ACADEMIC COLLOCATIONS

Collocations are combinations of words that frequently appear together. In academic writing, they make your language more precise, fluent, and formal. Collocations are especially common with:

- **nouns + verbs** (*the theory holds, data suggest*)
- **adjectives + nouns** (*statistical significance, linguistic variation*)
- **verbs + prepositions** (*account for, rely on*)
- **nouns + prepositions** (*analysis of, impact on*)

Example:

✗ *do a conclusion* → unnatural

✓ *draw a conclusion* → accepted academic collocation

Task 1: Complete the sentences with a suitable noun from the list.

Word list:

evidence, distinction, patterns, range, impact, variation, role, approach, framework, features, data, perspective

1. The author adopts a functional ___ to second language development.
2. This chapter examines the ___ between prescriptive and descriptive grammar.
3. There was a notable ___ in syntactic complexity across age groups.
4. The study provides strong ___ that language aptitude affects acquisition speed.
5. These lexical ___ are common in spontaneous conversation.
6. The theoretical ___ is based on Halliday's systemic functional linguistics.
7. Sociolinguists are interested in the social ___ of language use.
8. The research highlights the ___ of code-switching in bilingual identity.
9. Researchers observed a wide ___ of pronunciation styles across dialects.
10. The paper investigates the ___ of colonial languages on indigenous phonology.
11. The analysis is conducted from a cognitive linguistic ___.
12. The collected ___ were coded and analyzed using NVivo software.

Task 2: Match the **verbs** on the left with the **appropriate noun collocations** on the right.

Use three of these collocations in original academic sentences.

<i>Verbs</i>	<i>Noun Collocations</i>
1. carry out	a hypothesis
2. propose	linguistic fieldwork
3. draw	a comparison
4. account for	a conclusion
5. make	an observation
6. establish	a phonetic analysis
7. conduct	a new model
8. offer	key variables
9. identify	an explanation
10. reach	variation in data

Task 3: Choose the correct preposition to complete each collocation.

Word bank: in, on, for, of, to, with, from

1. The results are consistent ___ previous findings.
2. The theory focuses ___ language use in context.
3. There was limited access ___ the corpus at the time.
4. This study differs significantly ___ earlier research.
5. The participants responded ___ all survey items.
6. The authors raise concerns ___ researcher bias.
7. The article builds ___ previous work on pragmatics.

Task 4: Create a **matching game or quiz** where one group writes noun collocations and another group must supply the correct verb, adjective, or preposition.

Example prompt: "*X of error*"

Answer: "*margin of error*"

Task 5: Choose the best collocation.

1. The researcher intends to _____ a qualitative study on gendered discourse in political speeches.

- A) do
- B) conduct
- C) make
- D) establish

2. The study proposes a new theoretical _____ for analyzing bilingual identity.

- A) surface
- B) view
- C) framework
- D) method

3. The authors _____ a comparison between English language use in the UK and Nigeria.

- A) bring
- B) write
- C) draw
- D) tell

4. A growing body of research has _____ the importance of discourse markers in spontaneous speech.

- A) highlighted
- B) made
- C) pointed
- D) outlined

5. The analysis offers _____ into the pragmatic functions of intonation in academic lectures.

- A) details
- B) descriptions
- C) insights
- D) signs

Task 6: Use a suitable **collocation word** to complete the sentence (choose from: *support, variation, account, impact, distinction*).

1. The paper discusses the _____ between synchronic and diachronic approaches in phonology.
2. The researchers found significant cross-linguistic _____ in word order preferences.
3. In this section, we take into _____ the social background of participants.
4. There was strong statistical _____ for the proposed relationship between anxiety and second-language pronunciation.
5. Social media use has had a major _____ on language change among adolescents.

Collocations to Memorize

<i>Function</i>	<i>Example Collocations</i>
<i>Analysis</i>	conduct an analysis / detailed analysis of
<i>Interpretation</i>	offer an interpretation / interpret results
<i>Hypothesis</i>	formulate a hypothesis / test a hypothesis
<i>Conclusion</i>	reach a conclusion / draw a conclusion
<i>Variation</i>	account for variation / explain variation
<i>Impact/Effect</i>	assess the impact / long-term impact of
<i>Theoretical Framing</i>	within a framework / theoretical approach
<i>Data/Research</i>	gather data / carry out research

UNIT 17:
SYNONYMS IN ACADEMIC WRITING

Synonyms are words or expressions with similar meanings. In academic writing, they are essential for:

- avoiding repetition
- showing nuanced meaning
- paraphrasing accurately
- maintaining formal tone

Note: Most synonyms are not *exactly* the same. Their meanings can differ slightly depending on **register**, **discipline**, and **context**.

Task 1: Read the text and underline the synonyms. Then complete the table.

The discipline of linguistics offers a comprehensive analysis of how humans use language. The field has evolved considerably in recent decades. Researchers now examine language through a variety of lenses, including discourse studies, pragmatics, and sociolinguistics. The study also explores how identity, power, and ideology influence communication.

<i>Word/Phrase</i>	<i>Synonym</i>
discipline	field
analysis	study
evolved	developed/changed
examine	explore/investigate
linguistics	language studies

Common Synonyms in Academic Writing

Academic writers often substitute general or common words with more **precise** or **formal** equivalents.

Task 2: Match each general academic word to a synonym that would be more appropriate in formal writing.

<i>General Word</i>	<i>Academic Synonym</i>
think	demonstrate, reveal
find	alter, modify
problem	assist, support
change	discover, identify
show	believe, consider
answer	research, investigation
idea	component, element
part	concept, notion
study (n.)	solution, response
help	issue, challenge

Task 3: Rewrite the following sentences by replacing the underlined words with appropriate **academic synonyms**. You may need to adjust the sentence slightly.

1. The professor **showed** that dialect choice is linked to identity.

↻ _____

2. They **found** a connection between multilingualism and cognitive flexibility.

↻ _____

3. The study focuses on the **problem** of code-switching in bilingual classrooms.

↻ _____

4. The research team **helped** the community develop a language revitalization strategy.

↻ _____

5. The **study** highlighted gendered speech patterns in informal contexts.



Task 4: Read the paragraph and underline all the synonyms used. Link each one to its original term.

The investigation explored regional dialects in England. The research highlighted distinct lexical and phonological patterns across different counties. The study revealed that while most speakers retained their accents, some phonetic features had disappeared due to social mobility and education. The findings suggest that although dialect diversity persists, change is ongoing.

<i>Original Term</i>	<i>Synonym in Text</i>
study	investigation, research
results	findings
show	revealed, suggest
difference	distinct
keep	retain

Task 5: Replace repeated words in this short passage with suitable **academic synonyms** to improve style and clarity. Aim to **avoid repetition**.

Linguists argue that digital communication influences language. According to recent linguists, younger generations use emojis and abbreviations differently. Some linguists believe this could represent a linguistic shift. Linguists are especially interested in how online platforms affect language innovation.

Task 6: Transform each sentence by replacing the **bolded word(s)** with an appropriate synonym.

1. The research **shows** that bilingualism improves working memory.
2. The **problem** of unequal access to education was raised.
3. They conducted a **study** on language attrition.
4. The authors **argue** that language contact influences grammar.
5. Her findings were based on a small **group** of participants.

Discipline-Specific Synonym Bank: Academic Vocabulary for Linguistics & Language Studies

Use this bank to enrich your academic writing by replacing high-frequency general words with **precise, context-appropriate synonyms**.

General Word	Academic Synonyms	Notes / Contextual Examples
language	linguistic system, code, variety, register, speech pattern, mode of communication	<i>“Language varieties such as sociolects and dialects reflect social identity.”</i>
people	individuals, speakers, language users, participants, informants, interlocutors, respondents	<i>“The participants were bilingual English–Spanish speakers.”</i>
change (v.)	evolve, shift, alter, transform, undergo modification, develop	<i>“Phonological rules may evolve over time due to contact-induced change.”</i>
change (n.)	variation, development, transition, modification, shift, transformation	<i>“Linguistic change is often linked to social mobility.”</i>
idea	concept, notion, proposition, hypothesis, view, theoretical construct	<i>“The concept of Universal Grammar remains influential.”</i>
study (n.)	research, investigation, inquiry, case study, survey, empirical analysis	<i>“This longitudinal study tracks lexical acquisition in children.”</i>
study (v.)	examine, analyze, explore, investigate, assess, observe	<i>“The researchers examined vowel fronting in urban dialects.”</i>
use (v.)	employ, apply, utilize, adopt, make use of	<i>“The speakers employed a range of discourse markers.”</i>
data	evidence, findings, results, corpus, dataset, observations	<i>“The findings suggest a correlation between age and code-switching.”</i>
look at	analyze, examine, explore, investigate, review, consider	<i>Avoid in formal writing: use “analyze” or “explore” instead.</i>
answer (n.)	response, reply, resolution, solution,	<i>“The appropriate response depends on</i>

General Word	Academic Synonyms	Notes / Contextual Examples
	outcome	<i>the illocutionary force of the utterance.</i>
important	significant, crucial, critical, central, key, notable, fundamental	<i>“Phonemic awareness is a critical component of reading development.”</i>
problem	issue, challenge, limitation, obstacle, complication	<i>“One limitation of the current study is the small sample size.”</i>
show	demonstrate, indicate, reveal, display, highlight, suggest	<i>“The results indicate a preference for VSO word order in Irish.”</i>
result	outcome, finding, consequence, implication, effect	<i>“One consequence of contact is lexical borrowing.”</i>
thing	phenomenon, feature, aspect, element, factor, characteristic	<i>Avoid “thing” in academic writing — always specify.</i>
get (v.)	obtain, acquire, receive, achieve, reach	<i>“Participants acquired new syntactic structures after immersion.”</i>
think (v.)	believe, assume, argue, propose, hypothesize, maintain	<i>“Some researchers argue that pragmatic competence develops later than grammatical competence.”</i>

Tip:

- Avoid repeating general words like *thing, say, get, do, show*.
- When paraphrasing, **replace** both vocabulary and structure.
- Use context-specific synonyms based on your subfield.

UNIT 18:

METAPHORS AND IDIOMS IN ACADEMIC WRITING

A **metaphor** is a figure of speech in which one thing is described as if it were another to show similarities. Academic writing often uses metaphor to convey complex ideas more vividly.

e.g., *"Her theory sheds new light on the syntax-semantics interface."*

Here, *"sheds new light"* metaphorically means *clarifies or provides insight*.

An **idiom** is a fixed expression whose meaning is not literally derived from the individual words. Many idioms originate as metaphors but become established expressions through repeated use.

e.g., *"We were snowed under with revisions before the final exams."*

The phrase *"snowed under"* has become idiomatic, meaning *overwhelmed or very busy*.

Metaphors of Light, Vision, and Darkness

These metaphors often describe **understanding, insight, and ignorance**.

Expression	Meaning
shed light on / shine a light on	explain or clarify something
in light of	considering or based on new information
illuminating (adj.)	helpful in understanding something complex
in the dark (about)	unaware or uninformed
highlight	emphasize or draw attention to
glaring (e.g. error)	very obvious or severe
in the shadow of	under the influence or consequence of something negative

e.g., *The study sheds light on patterns of code-switching in bilinguals.*

In light of recent findings, the theory of universal grammar must be revised.

The authors highlight a major gap in sociolinguistic data from minority communities.

Metaphors of Conflict, Debate, and Struggle

Metaphors of **war and confrontation** often appear in writing about debates, challenges, or social problems.

<i>Expression</i>	<i>Meaning</i>
attack (an idea)	strongly criticize
a barrage of criticism	many critical comments at once
retreat from (a position)	move away from a previous stance
a united front	agreement and cooperation among a group
bombarded with	overwhelmed or repeatedly exposed to something
score a victory	succeed in achieving a goal
the battle against	a long-term struggle to solve a problem

e.g., Many scholars have attacked Chomsky's claims about the poverty of the stimulus.

Teachers must present a united front regarding classroom rules.

The linguist retreated from his earlier theory after receiving a barrage of criticism.

Task 1: Complete the sentences with appropriate expressions from the box below: (*shed light on, in light of, in the dark, illuminating, in the shadow of, highlight, glaring, illuminate*)

1. The corpus analysis helped to _____ the usage patterns of discourse markers in spoken English.
2. _____ recent sociolinguistic surveys, we need to rethink our assumptions about dialect levelling.
3. Researchers are still _____ the neurological causes of language loss.
4. The conference presentation offered an _____ overview of morphosyntactic variation.

5. Students from minority backgrounds often study _____ historical marginalization.
6. The speaker attempted to _____ the differences between heritage and native speakers.
7. The paper's conclusion _____ a major limitation in previous lexical acquisition models.
8. There was a _____ contradiction between the results and the theoretical framework.

Task 2: Replace the underlined phrases with metaphorical expressions related to conflict or struggle:

1. The article *strongly criticized* earlier studies on language contact.
→ The article _____ earlier studies.
2. The group must *stay completely united* in their methodology.
→ The group must _____ in their methodology.
3. Students are *constantly exposed to* contradictory grammar rules.
→ Students are _____ contradictory grammar rules.
4. The professor *stepped away from* his theory after criticism.
→ The professor _____ his theory after criticism.
5. This is a *long-term struggle* to preserve endangered languages.
→ This is a _____ endangered languages.
6. The NGO *achieved a success* by pushing for multilingual education reform.
→ The NGO _____ multilingual education reform.

Task 3: Read the following sentences taken or adapted from linguistic research writing. Underline the metaphor or idiom in each and briefly explain its figurative meaning.

1. *The speaker's fluency broke down when discussing unfamiliar topics.*
→ Figurative meaning: _____
2. *Language policies in the region continue to fuel conflict among ethnic groups.*
→ Figurative meaning: _____
3. *This study aims to map out the semantic domains across dialect varieties.*
→ Figurative meaning: _____

4. *Reviving endangered languages is an uphill battle for linguists.*
→ Figurative meaning: _____
5. *The proposed theory doesn't hold water when applied to tone languages.*
→ Figurative meaning: _____

Task 4: Rewrite each sentence by **removing the metaphor or idiom** and replacing it with an appropriate **academic synonym** or neutral phrasing. Maintain original meaning.

1. *The author sheds light on the interplay between code-switching and identity.*
→ _____
2. *The debate around the Sapir-Whorf hypothesis heated up in the 1990s.*
→ _____
3. *The phonological analysis digs deep into suprasegmental patterns.*
→ _____
4. *Many linguists have thrown their support behind usage-based grammar.*
→ _____
5. *The researcher backed down from her earlier claim after new data emerged.*
→ _____

Task 5: Choose the correct answer for each multiple-choice question.

1. Which of the following metaphorical expressions means “to provide insight”?
A) Be in the dark
B) Shed light on
C) Retreat from
D) Score a victory
2. If a policy "fuels debate," what is the function of the word “fuels”?
A) It suggests resolution
B) It intensifies the discussion
C) It eliminates disagreement
D) It starts a new argument
3. “A barrage of criticism” most likely means:
A) A balanced discussion
B) Continuous approval

- C) Many critiques all at once
- D) A single disapproval

4. In academic writing, which is a more formal alternative to “go into” as in "The author goes into the topic deeply"?

- A) Lighten
- B) Dive
- C) Explore
- D) Endure

5. The metaphor "in the shadow of war" implies:

- A) The event happened during peaceful times
- B) The war caused no impact
- C) The event was influenced by war’s aftermath
- D) The event led to conflict

Task 6: Read the paragraph and identify metaphorical expressions.

Underline them and explain what abstract ideas they represent.

Language attrition can be viewed as a silent erasure of knowledge. As speakers become isolated from their linguistic community, lexical access starts to break down. This cognitive erosion is difficult to reverse, but recent revival projects have reignited hope for long-term language maintenance.

Reflect:

- Which metaphors were used?
- What underlying concepts (e.g. memory, decay, revival) do they represent?

Task 7: Choose a short academic article or extract from your field (e.g. syntax, phonology, sociolinguistics). Identify **two metaphors or idioms**, and:

- Write them down.
- Explain their literal and metaphorical meanings.
- Suggest one possible academic paraphrase.

GLOSSARY OF ACADEMIC METAPHORS & IDIOMS

Metaphorical Domain: Light & Vision

<i>Expression</i>	<i>Meaning</i>	<i>Example</i>
shed light on	clarify, explain	The results shed light on language shift.
in light of	considering	In light of recent findings, the theory was revised.
in the dark	unaware	Researchers are still in the dark about the cause.
highlight	emphasize	The study highlights the role of syntax.
illuminate	clarify, illustrate	The examples illuminate key lexical distinctions.
glaring (error)	obvious, serious	There was a glaring omission in the data.

Metaphorical Domain: Conflict & Debate

<i>Expression</i>	<i>Meaning</i>	<i>Example</i>
attack an argument	strongly criticize	Many scholars attacked the weak methodology.
retreat from a claim	abandon a position	The researcher retreated from her earlier view.
barrage of criticism	overwhelming critique	A barrage of criticism followed the article's release.
score a victory	achieve success	The journal scored a victory by raising awareness.
maintain a united front	show agreement	Educators maintained a united front on assessment.
uphill battle	ongoing struggle	Preserving indigenous languages is an uphill battle.

Metaphorical Domain: Computers & Processing

<i>Expression</i>	<i>Meaning</i>	<i>Example</i>
input/output	data in and out	The study examines learner input and output.
storage (of memory)	retention	The child's lexical storage improved over time.

<i>Expression</i>	<i>Meaning</i>	<i>Example</i>
processing	analyzing or understanding	The brain processes phonological input rapidly.
reboot/reset	start over, reframe	The model was rebooted to account for variability.

PART 3:
ACADEMIC GENRES

UNIT 19:

WRITING SUMMARIES

Academic writing in English consists of a variety of **genres**, or types of writing, each with its own structure, purpose, and audience. Common genres in academic English include:

- **Essays** – structured arguments or discussions
- **Reports** – objective accounts of research or projects
- **Reviews** – critical evaluations of books, films, or theories
- **Research Papers** – formal presentations of original research
- **Summaries** – concise restatements of a source’s main points

Among these, **summary writing** plays a crucial role. Students at both undergraduate and postgraduate levels are frequently expected to summarize texts to demonstrate understanding, synthesize ideas, or incorporate sources into their own academic work.

In Ukraine and other non-English-speaking academic contexts, writing English-language summaries of professional and scientific texts is often a required classroom task and an exam format. Therefore, building strong summarizing skills is essential for academic success.

What Is a Summary?

A **summary** is a shortened version of a text that conveys its most important ideas. Unlike reviews or critiques, summaries do **not evaluate** or **comment** on the original. Instead, they aim to restate the author’s key points clearly and concisely, using the summarizer’s **own words**.

In Ukrainian academic practice, this task may be known as a *розширена анотація* or occasionally a *реферат*. In English-language academic contexts, however, the term “summary” refers to a neutral, concise, and well-structured restatement of another author’s ideas.

Key Purpose:

To present the original author’s ideas in a **reduced form** while preserving **accuracy**, **objectivity**, and **logical structure**.

Characteristics of a Good Summary

A well-written summary should meet the following academic criteria:

1. **Condensation and Balance:**

The summary should compress the full text into a shorter form, representing the main arguments and conclusions **without bias** or distortion. Avoid focusing only on the introduction or highlighting minor or emotionally engaging details.

2. **Original Language:**

The summary must be written **in your own words**, using paraphrasing and reformulation techniques. Direct copying should be avoided, except when using key terms that have no suitable synonyms.

3. **Neutral Tone:**

A summary should not include your personal opinion, judgment, or critique. It must remain **objective** and reflect the source author's intentions and reasoning.

4. **Informative Opening Sentence:**

The first sentence usually includes the **author's name**, the **title** of the source text, and its **main idea or purpose**.

5. **Clarity and Coherence:**

The summary should include **supporting details** (not examples) and use **logical connectors** (e.g. "furthermore," "in addition," "as a result") to ensure the ideas are clearly connected.

6. **Appropriate Length:**

The length of a summary varies depending on the source. A general guideline is:

- For short texts: the summary should be about **25%–30%** of the original
- For longer works: summaries may be one or two paragraphs or structured as extended abstracts

Steps in Writing an Academic Summary

Use the following process when preparing a summary of an academic text or article:

1. **Preview the Text:**

Skim the material to understand the overall structure, topic, and author's aim.

2. **Identify Sections:**

Break the text into logical parts. Use headings or topic shifts to determine where one idea ends and another begins.

3. **Highlight Key Information:**

Reread the text carefully. Underline or highlight central arguments, important data, and conclusions.

4. **Take Notes:**

Write a brief summary sentence for each section, using **your own words**. Focus on ideas, not wording.

5. **Select Supporting Points:**

Decide which essential facts or findings strengthen the main ideas. Avoid unnecessary detail.

6. **Draft the First Sentence:**

Begin with a sentence that includes the **author's full name, title of the text**, and a clear **statement of the main idea**.

7. **Organize Logically:**

Arrange your summary using linking words to show how ideas are related. Maintain a neutral, academic tone throughout.

8. **Revise and Edit:**

Reread your summary. Check for accuracy, clarity, and grammar. Make sure all essential information is included and unnecessary words are removed.

Task 1: Read the original article and the summary below. **Underline** the parts of the original that appear in the summary. The first sentence is already underlined as an example.

Discuss with a partner: What information is included in the summary? What information has been left out?

“The Future of Health Care” by Dr. Laura Jensen

Health care systems in many developed countries are facing significant challenges. One of the most urgent is the **decline in the number of working-age adults**, who pay taxes that support public healthcare. This issue is **compounded by an aging population**, as people over 65 generally require more medical care.

Experts warn that if current demographic trends continue, **governments will find it increasingly difficult to maintain existing levels of medical care.** Hospitals may become overcrowded, and patients may have to wait longer for treatment. Some analysts suggest that unless new funding strategies are introduced, the system will eventually become unsustainable.

Proposed solutions include expanding the active workforce, encouraging immigration, and using advanced technologies such as artificial intelligence to improve the efficiency of healthcare delivery. However, each of these strategies comes with potential drawbacks and implementation challenges.

Summary

In her article “*The Future of Health Care*,” **Dr. Laura Jensen** discusses the growing difficulties faced by medical systems in developed nations. **She attributes these pressures to a shrinking working population and the growing demand for care among older citizens.** **Specialists** caution that without serious reforms, the **strain on health services** could make them unsustainable.

Suggested responses include workforce expansion and technological innovation, although each proposed solution involves trade-offs.

Find the synonyms or synonymous phrases used in the summary for these words or expressions:

<i>Original Term</i>	<i>Used in Summary</i>
to decline	_____
experts	_____
due to aging	_____
to burden the system	_____
health services	_____

Useful Phrases: Presenting Key Points and Supporting Details in a Summary

Once you have introduced the source text and identified the author’s main idea, the rest of your summary should present the **key supporting points** in a clear and logically connected

way. In academic summaries, these ideas should be paraphrased and introduced using **neutral reporting language** and appropriate **transition words**.

Here are some useful phrases and sentence starters to help you summarize **secondary points** and **supporting details** in a structured, concise manner.

► **To introduce a supporting idea or additional point:**

- The author goes on to explain that ...
- Another important point made by the author is that ...
- The writer also notes that ...
- In addition, [author's name] highlights the fact that ...
- A further argument presented by [author's name] is ...
- The author adds that ...

► **To present cause, effect, or explanation:**

- This is attributed to ...
- This may result in ...
- The author suggests that this is due to ...
- As a result, ...
- Therefore, the author concludes that ...

► **To summarize examples or evidence:**

- For instance, the author refers to ...
- An example of this can be seen in ...
- This is illustrated by the fact that ...
- The text supports this idea with ...
- According to the author's data/research/observation, ...

► **To signal a shift or development:**

- However, [author] also notes that ...
- On the other hand, the author suggests that ...
- Although this is the case, the author continues by stating that ...

- Nevertheless, ...
- Despite this, [he/she] points out ...

► **To conclude the summary:**

- In conclusion, the author emphasizes that ...
- The author finishes by arguing that ...
- Ultimately, [author's name] maintains that ...
- The text ends with the suggestion that ...
- To sum up, the author's main message is that ...

Tip: In longer summaries, try to **refer to the author's name at least three times**—once at the beginning, once in the middle, and once at the end. This reminds the reader that you are summarizing someone else's ideas.

Task 2: Using the expressions above, write 2–3 sentences to summarize the supporting points in the following passage:

In his article *The Impact of Remote Work*, Dr. Felix Navarro argues that flexible work arrangements increase productivity and employee satisfaction. He also notes that many organizations have reported lower operating costs. However, Navarro points out that remote work can also cause a sense of isolation and weaken team collaboration. He concludes that while the model has benefits, it must be supported by careful management and digital infrastructure.

Task 3: Read a passage from the article "Teaching vocabulary in color" by Anna Gnoinska and its summary. Evaluate the summary according to the described above requirements and try to improve it. Add appropriate first and concluding sentences and insert one reminder phrase into the middle of the revised summary.

Teaching Vocabulary in Color

Colors have a tremendous influence on human health and the psyche. A lack or overabundance of certain colors can cause physical or emotional disorders. Exposure to color

vibrations is used in the treatment of a number of diseases and mental problems. The color of the classroom walls, curtains, or even the teacher's clothes can either soothe or irritate students.

Color is also an important tool in visual thinking. It separates ideas so they can be seen more clearly; it stimulates creativity and aids the memory. Color captures and directs attention. Even conventionally outlined notes can benefit from color coding; maps ... and most expressive drawings are considerably more effective in color (Williams 1983:107).

It is not unimportant, however, which colors we use to stimulate students. To benefit from using them, we should know what possible power they have over our students. Then we will not expose learners to calming vibrations if we expect them to be active, or to intellectual vibrations if we expect them to use their imagination. According to Muths (1994) and Mertz (1995), the most commonly used colors have the following properties.

Green symbolizes balance and agreement with nature and other people. It soothes the nervous system. It gives hope and peace of mind. It is said to be favored by quiet, patient, open-minded traditionalists. Too much green, however, evokes sadness and hidden fears.

Blue is a calming and cooling color. It is relaxing for the eyes and cheering for the mind. It promotes intellectual processes; that is why people who favor it are clever and industrious but not always creative. They are exceptionally just, dutiful, and loyal.

Yellow, when bright and sunny, reinforces the nervous system and helps in analytical studies. It symbolizes wisdom, shrewdness, ambition, and intellectualism of the left brain. People who like yellow are happy optimists, but also critical thinkers who will eagerly defend their views. They often lack creativity and imagination. Pale shades of yellow, on the other hand, mean unfavorable emotions like envy or a tendency toward plotting and intrigue.

Black represents mystery and the unknown. It protects people's individualism and makes them seem more unusual and interesting. People who like black are profound explorers and original thinkers. ...

Red is the most exhilarating color and stimulates vivid emotions of the right brain. It promotes health, energy, and interest. In some people, however, it may evoke aggression.

White stands for youth, cleanliness, and naiveté. People who like white strive for perfection. They are submissive idealists whose dreams are difficult to fulfill. ...

It is a well known fact that students recall words better when they read the definitions and draw their own pictures to represent them than when they read and write the words and the definitions. ... Using color in a number of ways produces similar results: students concentrate better, spend more time processing a word, and find learning more interesting and pleasant.

Color is useful in learning and revising, as well as making students and teachers aware of the way they approach certain tasks.

Summary

Colors are considered to have a great impact on humans, both positive and negative. Colors may stimulate creativity and cause irritation. Color coding facilitates perception. The teachers should know the possible influence colors have over students. Otherwise, learners may be exposed to calming colors at the time they need to be active, or to the colors promoting thinking when they are expected to use their imagination. The best known colors have the following properties. *Green* is a symbol of consensus with nature and other humans preferred by quiet, sincere people of traditional views. *Blue* is a cold, refreshing color. It facilitates cognitive processes. The people who like this color are hard working but do not have enough imagination. They are exceptionally just, dutiful, and faithful. *Black*, which is usually associated with the mysterious and unknown, is favored by people with original thinking. While *red* symbolizes health, energy, and sometimes aggression, *white* stands for youth, cleanliness, and idealism. Color is useful in the learning process, because it helps to better memorize new words.

Task 4: Below is an excerpt from the article “Language, Identity, and Global Citizenship” by Professor Elaine T. Chambers. As you read, check your understanding of the underlined words and expressions by using a dictionary or vocabulary tool. Then, **write a summary** of the article by following all steps in the summarizing process:

1. Skim the text to identify the topic and purpose.
2. Identify main ideas and supporting points.
3. Highlight or take notes using your own words.
4. Write the first sentence of your summary including the author’s name, the article title, and the main idea.
5. Write your full summary using reporting language and logical connectors.
6. Review and revise.

Excerpt: “Language, Identity, and Global Citizenship” by Elaine T. Chambers

In today’s rapidly evolving global society, **language is no longer just a tool for communication**, but also a symbol of identity and belonging. As people migrate, study abroad,

or interact in multilingual environments, the languages they speak influence the way they view themselves and others. **Language choice becomes a marker of cultural loyalty**, professional alignment, and even political belief. In many cases, people switch between languages depending on the setting, in a process known as *code-switching*.

The role of English as a **global lingua franca** has only intensified this process. While English enables international cooperation in science, education, and diplomacy, it also raises concerns about **linguistic inequality**. Many speakers of minority languages fear that their mother tongues are being **marginalized**, especially in professional or academic settings. In addition, **native English speakers are often unaware** of the advantages they enjoy, both in job markets and academic publishing.

Language also connects deeply to identity. People often feel that the loss of their mother tongue means a loss of cultural memory. On the other hand, **multilingualism** is increasingly recognized as a strength. Scholars and educators now promote the idea that knowing several languages develops empathy, cognitive flexibility, and intercultural awareness—all essential qualities of a responsible global citizen.

To promote **global citizenship**, Chambers argues that schools and universities must help students become critically aware of how language shapes power, opportunity, and inclusion. This includes **valuing linguistic diversity**, encouraging language learning, and recognizing that one's accent or grammar should not be treated as a marker of intelligence. Building a civil, just society in a global age depends not only on tolerance of difference, but on understanding the ways in which **language creates connection and exclusion** at the same time.

UNIT 20:

WRITING RESEARCH ARTICLES

A **research article** (also referred to as a *research paper* or *academic article*) is a concise yet formal presentation of scholarly inquiry. In Ukrainian academic contexts, this corresponds to the term *наукова стаття*. Typically, such papers are published in academic journals, edited volumes, or conference proceedings. While research papers can differ significantly depending on the discipline, they share a set of core conventions and communicative goals.

For instance, an article in applied linguistics will differ greatly in tone, structure, and content from a publication in experimental physics or molecular biology. Furthermore, theoretical papers, which aim to develop or challenge conceptual models, are quite different from empirical studies, which are based on data collection and analysis. This unit focuses on **empirical research papers**, especially those that follow the widely used **IMRD structure**: *Introduction, Methods, Results, and Discussion*. This structure, with minor variations, forms the backbone of most scientific and applied research publications today.

Below is the typical order of sections found in a standard article:

1. Author(s)
2. Title
3. Abstract
4. Keywords
5. Introduction
6. Methods
7. Results
8. Discussion
9. Conclusions
10. Acknowledgments
11. References
12. Appendix / Appendices

Keywords

Keywords are essential terms or expressions that capture the main topics or themes of a research paper. These words are used by indexing systems and search engines to categorize and retrieve documents efficiently. When readers search databases for relevant articles, keyword matching helps determine which papers are displayed.

Where are keywords placed?

Keywords are usually listed **immediately after the abstract** and before the main body of the article. Authors are typically required to provide **3 to 8 keywords**, though exact numbers depend on the journal's submission guidelines.

What makes a good keyword?

- It reflects a core concept of the paper
- It uses terminology familiar to specialists in the field
- It avoids overly general words (e.g., “study,” “research”)
- It may include multi-word phrases, such as “language acquisition” or “thermal conductivity”

Introduction Sections

The **Introduction** of a research paper plays a critical role in setting the stage for the reader. It does more than simply introduce the topic; it also frames the problem, identifies gaps in existing knowledge, and clarifies how the present research contributes to the field. An effective introduction not only informs but also **motivates the reader** to continue exploring the study.

According to John Swales (1990), Introductions in academic English tend to follow a recognizable **three-part rhetorical structure**, which he refers to as “**moves**.” Each move may contain **one or more “steps”**—these are specific rhetorical functions that writers perform to guide the reader through the text.

Table: A Model for Research Paper Introductions

(Based on Swales, 1990; Swales & Feak, 1994)

Move 1	Establishing a research territory
Step 1a	Highlighting the importance or relevance of the general topic (<i>optional</i>)
	and/or
Step 1b	Reviewing existing literature to define the current state of research (obligatory)
Move 2	Establishing a niche
Step 2a	by indicating a gap in the previous research
Step 2b	or
Step 2c	by counter-claiming
Step 2d	or
	by raising a question
	or by
	continuing a tradition
Move 3	Occupying the niche
Step 3a	by outlining purposes or nature of the present research
Step 3b	(obligatory)
Step 3c	by announcing principal findings (<i>optional</i>)
	and/or
	by outlining the structure of the research paper
	(<i>optional</i>)

This **Move-Step model** provides researchers with a flexible framework for writing effective introductions. It ensures that the background is presented clearly, the research gap is well defined, and the purpose of the study is made explicit—all of which are essential for building credibility and scholarly relevance.

Sample Move-Step Analysis of a Linguistics Research Paper Introduction

Topic: *Discourse Markers in Academic Writing by EFL Students*

The study of discourse markers has become increasingly prominent in applied linguistics, especially in the context of second language acquisition and academic writing. Discourse markers such as *however*, *therefore*, and *on the other hand* play an important role in structuring arguments, indicating relationships between ideas, and helping readers navigate the logic of a text. Yet despite their importance, they are often misused or underused by learners of English as a foreign language (EFL), particularly in academic settings.

✓ Move 1 – Step 1a: *Establishes the importance and relevance of the topic (discourse markers in EFL academic writing)*

Numerous studies (e.g. Müller, 2005; Fraser, 2009; Fung & Carter, 2007) have investigated the use of discourse markers in spoken and written English. While the majority of this research has focused on native speaker usage, there is a growing interest in how non-native speakers employ these markers. Some studies (e.g. Jalilifar, 2008) have examined the frequency and variety of discourse markers used by EFL students in argumentative essays, suggesting significant gaps between native and non-native academic writing.

✓ Move 1 – Step 1b: *Reviews previous studies and identifies trends in existing research*

However, much of the current research tends to focus on quantitative frequency counts, with limited attention to the **functional range** and **contextual appropriateness** of discourse marker use in academic genres. Moreover, most studies have been conducted in Asian EFL contexts, while very little is known about how Eastern European EFL learners—particularly those from Ukrainian universities—use discourse markers in academic English.

✓ Move 2 – Step 2a: *Indicates a gap in the literature, both in methodology and geographical scope*

The present study aims to investigate how Ukrainian MA students in English philology use discourse markers in academic writing. Specifically, it compares the types, frequency, and functions of discourse markers in student-written research papers with a control sample of

published academic texts. The study also examines whether students demonstrate awareness of the rhetorical functions of these markers when organizing their arguments.

✓ **Move 3 – Step 3a:** *States the purpose and scope of the research*

The paper is organized as follows: Section 2 reviews key theoretical approaches to discourse markers. Section 3 outlines the research design and methodology. Section 4 presents the analysis of student writing, while Section 5 compares this with data from published sources. Section 6 offers discussion and implications for teaching, and Section 7 concludes the study.

✓ **Move 3 – Step 3c:** *Provides a brief overview of the structure of the paper*

Task 1: Reflect on the following questions.

1. Which words or expressions in **Step 1a** highlight the topic of the paper as new or particularly important?
2. What types of **citation styles** are used in **Step 1b**—author-prominent or information-prominent—and what might be the reason for choosing them?
3. What specific word marks the start of **Move 2**? Which expressions signal the shortcomings or limitations of the approach described in the preceding move?
4. In **Move 3**, which phrases refer explicitly to the structure and content of the present paper?
5. Which of the **optional steps** typically found in Move 3 is not included?

The passage above offers a fairly standard example of how research paper Introductions are structured using the **Move-Step model**. However, it is important to recognize that there is considerable variation in how research is introduced. Clear-cut distinctions between rhetorical moves are not always easy to identify.

Several factors can influence the structure and features of Introduction sections—and of research papers in general. These include the specific academic discipline, the type and aims of the research being reported, the editorial guidelines of the journal in question, and the individual style or rhetorical preferences of the author. Additionally, the length and detail of each move or step may vary significantly. For instance, **Step 1b** (the review of previous research) can range from a single sentence to several paragraphs depending on the field and topic.

Therefore, the model described should be seen as representing prevailing trends rather than a rigid template. Nonetheless, understanding and practicing this organizational framework is a valuable foundation for developing proficiency in writing research papers in academic English.

Task 2: Read the two Introduction excerpts below (A and B). Then, answer the questions that follow. Use the Move-Step model as your guide. Be ready to justify your analysis by referring to specific phrases or rhetorical strategies used in the texts.

A)

¹Every practicing foreign/second language (L2) teacher will have experienced occasions when something "goes wrong" with the class—e.g., conflicts or rebellious attitudes emerge, or there is sudden lethargy or complete unwillingness for cooperation on the students' part—and the L2 course becomes a nightmare where teaching is hard if not impossible. ²At other times, the L2 classroom can turn out to be such a pleasant and inspiring environment that the time spent there is a constant source of success and satisfaction for teachers and learners alike. ³What causes these differences? ⁴Why do some classes feel "good" and "bad"? ⁵Why do groups behave as they do? ⁶Can we influence group events? ⁷How important is it for foreign language teachers anyway?

⁸This paper addresses these questions from the perspective of group dynamics, which, as we will argue, is potentially very fruitful for the language teaching profession. ... ⁹We would suggest that an awareness of classroom dynamics may help teachers establish firm footing, that is, create learning environments where language learning is a rewarding and therefore efficient experience. ...

¹⁰ In the following, first we provide an overview of the aspects of group dynamics that we consider most relevant to L2 teaching. "Then, based on the theoretical insights and our own teaching experience, we make practical suggestions for teachers on how to explain the principles of group dynamics in their classroom.

B)

¹Volunteer mentoring programs have been advocated increasingly as a means of promoting the academic achievement of adolescents who may be at risk for school failure (Campbell-Whatley, Algazzine & Obiakor, 1997; Dondero, 1997;

Levine & Nidiffer, 1996; Reglin, 1998; Rogers & Taylor, 1997). ²Indeed, approximately 5 million youth are involved in school- and community-based volunteer mentoring programs nationwide (McLearn, Colasanto, Schoen & Shapiro, 1999), including more than 100,000 participants in Big Brothers—Big Sisters of America Programs (McKenna, 1998). ³Despite the growing popularity of this approach, very little is known about the underlying processes by which mentor relationships affect academic outcomes. ⁴In this study, a conceptual model of mentoring was proposed and tested.

Answer the following questions for each text:

1. Move 1a (Establishing importance):
Which sentences in the text highlight the significance of the research area?
2. Move 1b (Reviewing previous research):
How do the authors demonstrate familiarity with earlier work or background knowledge in the field?
3. Move 2 (Establishing a niche):
What gap, limitation, question, or need is identified in the previous research or real-world practice?
4. Move 3a (Occupying the niche):
How do the authors introduce the purpose or aim of their current study?
5. Move 3b/c (Optional steps):
Is there any announcement of main findings or an outline of the paper's structure? If so, quote the relevant parts.
6. Style and discipline:
Compare the introductions in terms of style, focus, and structure. How does the introduction in linguistics (A) differ from the one in education/psychology (B)? What might explain these differences?

Useful Language for Writing Introductions

Writing a well-structured research paper Introduction requires a clear understanding of the rhetorical *moves* involved and the language typically used to express them. Below, we review the standard phrases and stylistic features commonly associated with each Move in the **Swales Move-Step model**.

Move 1: Establishing a Research Territory

Step 1a – Indicating the Importance or Relevance of the Topic

Writers typically open a research paper by emphasizing the significance, relevance, or novelty of their topic. This is often done through positively evaluative language that signals why the area is worth investigating. Below are commonly used expressions:

- A central issue in *[field/topic]* is ...
- It is now widely recognized/accepted that ...
- In recent years, there has been growing interest in ...
- Researchers have increasingly focused on ...
- Considerable attention has recently been given to ...
- One of the most important/current challenges in *[area]* is ...
- A defining feature of *[phenomenon]* is ...
- Research over the last decade has consistently demonstrated that ...
- The development of *[theory/method]* has led to ...
- The relationship between *X* and *Y* has been studied by numerous researchers.
- A strong connection between *X* and *Y* has been established, particularly in studies by ...
- *[Topic/Concept]* has become a subject of intensive investigation in recent years.

Reflection:

1. Why do many of these phrases use *positive evaluation* (e.g., “important,” “increasingly,” “significant”)?
2. Why do most of them appear in the *present* or *present perfect* tense?

Step 1b – Reviewing Prior Research

The next step typically reviews previous studies in the field, often using *citation patterns* (author- or information-prominent) to position the current work within existing knowledge. For a full discussion of citation styles, refer to Unit 4 (pp. 83–84).

Move 2: Establishing a Niche

This move prepares the ground for the current study by identifying gaps, unresolved issues, or limitations in previous research (Steps 2a and 2b). It may also raise a specific research question (Step 2c) or build upon existing research traditions (Step 2d).

Step 2a / 2b – Highlighting Gaps or Weaknesses

Writers often begin this move with contrastive or concessive expressions (e.g., *however*, *despite*). Here are useful phrases:

- Although considerable research has been conducted on ..., few studies have examined ...
- Despite its significance, the issue of ... has received limited attention.
- However, only a handful of studies have explored ...
- Nevertheless, little is currently known about ...
- So far, no empirical data are available for ...
- None of the existing studies adequately addresses ...
- These findings do not provide sufficient evidence for ...

Step 2c – Raising a Question or Need

This step justifies the study by proposing a new question or problem:

- Further research is needed to explore ...
- It remains unclear whether ...
- There is a need to investigate ...
- It would be useful to examine ...

Step 2d – Extending Previous Work

Writers may also justify their work by continuing or extending a recognized line of research:

- This method has proven effective for addressing several related problems.
- In the present paper, we adapt this approach to investigate ...

Reflection:

What words or expressions in the above examples signal *negative evaluation*?

Why is such language important when establishing a research niche?

Move 3: Occupying the Niche

This move announces the purpose, scope, or direction of the current research project and demonstrates how it fills the identified gap. It often uses *meta-textual expressions* (language about the paper itself) and *first-person pronouns*, especially in humanities and social sciences.

Step 3a – Presenting the Purpose or Aim

- In this paper, I discuss ...
- In this study, we report on ...
- This article explores ...
- The main objective of this research is to ...
- The present study investigates ...
- This paper seeks to clarify ...
- This work aims to contribute to ...
- Using the outlined method, this study examines ...

Step 3b – Stating Main Findings (*optional*)

This step is used more often in scientific disciplines but is optional in others:

- The findings reveal a significant association between ...
- Results suggest that ...

Step 3c – Outlining the Structure (*optional but common*)

This helps guide the reader through the paper's organization:

- The remainder of this paper is structured as follows: ...
- Section 1 presents ...; Section 2 focuses on ...
- The article begins by reviewing ..., followed by an analysis of ...

Sample Text: Structure and Evaluation in an Introduction (Linguistics)

Task 3. Read the following excerpt from the **Introduction to a chapter in applied linguistics**, and answer the questions that follow.

1 This chapter explores how linguistic variation reflects and reinforces patterns of social identity in multilingual urban environments.

2 Drawing on recent empirical studies from European and Southeast Asian cities, it investigates how speakers shift between codes to express solidarity, resistance, or prestige.

3 The chapter begins by outlining theoretical models of sociolinguistic identity and language ideology.

4 The following section synthesizes findings from recent fieldwork focused on youth language practices in multilingual communities.

5 In the final part, we present a comparative case study of code-switching in two urban school settings, highlighting how linguistic choices intersect with ethnicity, social class, and educational policy.

6 By offering a cross-contextual analysis, this chapter contributes to a deeper understanding of how multilingualism is lived, negotiated, and managed in everyday interactions.

Questions for Discussion:

1. Which expressions are used to outline the chapter's organization?

(Hint: Look for phrases that describe the sequence of sections.)

2. Can you identify any implicit or explicit positive self-evaluation of the chapter's contribution or scope?

(Hint: Look for expressions that indicate novelty, breadth, or usefulness.)

Task 4: Select **five English-language research articles** in your field of study. For each, analyze the structure of the Introduction section using the **Move-Step model**. Pay special attention to the use of evaluative language, citation patterns, and rhetorical transitions. In your notes, record any variation from the standard model and bring your findings to the next class for comparison and discussion.

Task 5: Improving a Research Paper Introduction

Read the following research paper Introduction written by a Ukrainian postgraduate student in **applied linguistics**. Then complete the tasks below.

Code-Switching in English-Language Classrooms in Ukraine: Pedagogical Needs or Linguistic Confusion?

Introduction:

In modern times, the problem of English teaching is extremely important because English is now considered the global language. This has led to increasing numbers of schools in Ukraine introducing English earlier and more intensively. In many cases, bilingual and even multilingual classrooms have appeared. This phenomenon causes a number of questions for research. In such classes, teachers often switch between English and Ukrainian, which may create confusion. Sometimes they translate the same thing twice or three times to help learners understand. However, it is still not very clear whether such code-switching really supports language acquisition or just slows it down.

Previous studies on this topic have shown mixed results. Some scholars claim that code-switching helps young learners feel safe and confident. Others say that it discourages full immersion in English and creates too much dependence on translation. There is still no final conclusion, and in the Ukrainian context, even less research has been conducted. The current educational situation is unique and requires deeper investigation.

In this research, the author will explore the role of code-switching in primary and secondary school English classrooms in Western Ukraine. The paper includes both quantitative data from classroom observations and interviews with teachers. The findings can help to better understand when and why teachers switch languages, and whether this helps or hinders the learning process.

1. Highlight the Moves and Steps

Using colored markers or text annotation, identify the Moves and Steps of the **Swales model** in this Introduction:

- Move 1: Establishing a research territory
- Move 2: Establishing a niche
- Move 3: Occupying the niche

Indicate **what language** introduces each move or step. Is the order clear? Are the steps distinct?

2. Evaluate and Discuss

With a partner or in small groups, discuss:

- Which parts of the Introduction seem vague or repetitive?
- Are there any overly general or subjective phrases (e.g., “extremely important”) that could be replaced with more academic language?
- Is the gap in previous research clearly stated?
- Does the statement of purpose sound professional and specific?

3. Rewrite Selected Parts

Choose **one or two sentences** from each move (especially weak or unclear ones), and try to rewrite them using the **Useful Phrases** from the previous sections of this unit.

Try to:

- Add clarity or specificity
- Improve formality and objectivity
- Strengthen the logical flow between ideas

Task 6: Now try writing an introduction to your own study.

Writing the Methods Section

The **Methods section** of a research paper describes how the study was conducted, what materials and participants were involved, and how the data were collected and analyzed. This section is essential for enabling readers to evaluate the reliability and validity of the research, and to replicate the study if necessary.

The **structure and level of detail** in the Methods section can vary significantly across academic disciplines. In **linguistics and social sciences**, for instance, this part often includes detailed descriptions and **justifications** of procedures, since methodology is frequently debated and context-sensitive. In contrast, in **natural sciences or engineering**, the methodology tends to follow more standardized formats with less interpretation.

In this unit, we focus on the Methods sections used in **applied linguistics research**. You will learn how to organize this section, which verb tenses to use, and how to cite relevant procedures or instruments.

Task 7: Below are two simplified Methods sections from linguistics-related studies. Read

each carefully and then answer the questions that follow.

Text A: Second Language Vocabulary Retention through Task-Based Learning

Participants and Setting

The study was conducted with 76 Ukrainian university students enrolled in a first-year English language course. The participants, aged 17–20, were majoring in either Education or Philology. They were divided randomly into two groups: the experimental group (n = 38), which received task-based vocabulary instruction, and the control group (n = 38), which followed a traditional textbook approach. All participants had completed at least five years of English in secondary school.

Materials and Procedures

The vocabulary items for the intervention were selected from the Academic Word List (Coxhead, 2000). The experimental group completed three communicative tasks for each lexical set: a jigsaw reading, a collaborative ranking activity, and a timed information gap. The control group studied the same items through reading comprehension texts followed by multiple-choice exercises.

All sessions were conducted in regular classroom settings over a 4-week period. Both groups completed a pre-test and a delayed post-test. The results were analyzed using paired t-tests and descriptive statistics.

Text B: Attitudes toward Dialect Variation in Kyiv: A Survey-Based Approach

- 1 The research was based on a structured questionnaire designed to investigate attitudes toward regional and nonstandard varieties of Ukrainian.
- 2 The survey was adapted from the instrument developed by Author (1999), with several items modified to reflect local sociolinguistic concerns.
- 3 Participants were asked to rate the perceived intelligence, friendliness, and social status of speakers using Likert-scale responses.
- 4 A pilot study was conducted with 12 students to refine the survey wording and remove ambiguous items.
- 5 The final version was distributed online via university mailing lists and completed by 143 participants aged 18–40.

6 All responses were anonymized before analysis.

7 Data were analyzed using SPSS (v.27), with particular focus on correlation patterns and regional clustering.

Analysis Questions

1. What tense is used predominantly in Text A? Why is it appropriate for this type of Methods section?
2. What tenses are used in Text B? Identify any differences in tense use compared to Text A.
3. Which text contains more references to previous work or methodological tools? Why might that be?
4. Which text is easier to follow in terms of flow and clarity? What contributes to this difference—sentence structure, level of detail, or organization?
5. In your opinion, which study appears more replicable? What makes a Methods section easier to replicate for other researchers?

Task 8: Think about your own research (or a topic you are currently working on in class).

Then, write a **draft of the Methods section** following the models above. Be sure to include:

- Participants (or data sources)
- Materials/tools used (questionnaires, texts, software, etc.)
- Procedures (what steps were taken)
- Analysis methods (how results were measured/interpreted)

Tips for Writing Your Methods Section:

- **Use the past tense** to describe procedures and actions already completed.
- **Use passive voice** when the actor is not important: “Data were analyzed using SPSS.”
- **Use active voice** when emphasizing researcher decisions: “We selected texts from the Academic Word List.”
- **Avoid unnecessary repetition;** make your steps concise but complete.
- **Mention any software, instruments, or references** that justify your choices.

Task 9: Exploring and Practicing the Language of the Methods Section

Part A: Grammar Practice with a Methods Section

Read the shortened **Methods section** below from a linguistics research paper. The missing verbs are given in parentheses. Complete the section by putting the verbs into the correct **tense and voice** (active or passive). Think about standard conventions in academic writing when describing past research procedures.

Materials and Methods

The present study (**to base**) on classroom observations and transcription analysis of spontaneous learner speech in Ukrainian secondary schools. A total of 50 speaking samples (**to collect**) during regular English classes taught by different instructors over a six-week period. All lessons (**to record**) with participants' consent and later (**to transcribe**) manually using ELAN software.

Each transcript (**to code**) for instances of code-switching and discourse markers. Errors in word order, article use, and verb forms (**to annotate**) following the guidelines developed by Ellis (2006). Data (**to analyze**) using a mixed-methods approach, combining frequency analysis and qualitative coding. Quantitative data (**to process**) in SPSS, while qualitative trends (**to identify**) through thematic analysis.

Part B: Comparing Methods Sections from Real Studies

Find **three English-language research papers** in your area of linguistic interest. Read their **Methods sections** carefully and compare them with the sample above (from Part A). Use the analysis chart below to structure your comparison.

Table 1. Comparative Analysis Chart: Methods Sections

Feature	Paper 1	Paper 2	Paper 3
Tense(s) used	Present / Past / Both		
Presence of citations	Yes / No		
Citation style	By name / By number		
Citation position	As subject / agent / in parentheses		
Voice preference	Mostly passive / active / mixed		
Pacing & detail	Fast / Slow / Balanced		

Part C: Write a Methods Section from Your Own Research

Now draft a **Methods section** for your own current or planned research in linguistics. Your text should:

- Describe **participants, materials, and procedures**
- Follow an appropriate **tense and voice**
- Use clear, formal language
- Include **citations** where appropriate

Tip: You may refer back to the “Useful Phrases” and verb structures discussed in earlier units to help structure your writing.

The Results Section

The **Results section** of a research paper presents the data gathered during the course of a study. This is where authors make their **knowledge claims**—they share what was discovered, often supported by figures, tables, and statistics. It is here that the raw findings are made visible and begin to form the basis for interpretation and scholarly contribution.

In most academic papers, the Results section is followed by a **Discussion**. However, the line between these two sections is often flexible. In some cases, they appear as **two separate parts**; in others, they are **integrated** into one unified section titled “Results and Discussion.” Even when separated formally, authors frequently include brief **interpretive comments** within the Results to clarify patterns or pre-empt possible reader concerns regarding the methods or data accuracy.

Structuring the Results Section

The Results section typically consists of **three main components**—or what they call the *three basic informational elements*:

1. Locating the Data

This element directs the reader to where the results can be found, usually referencing a table, figure, or appendix.

Example: “Key findings are summarized in Table 2.”

2. Stating the Main Findings

This is the most critical part of the Results section. It includes **clear and objective descriptions** of the data patterns, often highlighting key outcomes from experiments or surveys.

Example: “Survey data show that over 60% of respondents preferred multimodal input during vocabulary acquisition.”

3. Commenting on the Results

While not always obligatory, authors often add short **interpretations or contextual remarks** to explain the significance of a result, especially if it aligns with or contradicts previous studies.

Example: “These findings align with prior research on cognitive load in second language listening tasks.”

It is important to note that this three-part structure is **idealized** and not always followed exactly in academic papers. Among these elements, **stating the results (Element 2)** is **the only essential component**. The other two may be used depending on the purpose of the paper, the expectations of the journal, and the writer’s stylistic approach.

Tip: The tone of the Results section is typically **objective and concise**. Avoid overinterpretation or detailed theoretical discussion—that belongs in the **Discussion** section unless the two are combined.

Task 10: Below is a Results section from a research paper in the field of second language vocabulary acquisition. The study investigates whether using mobile apps with spaced repetition improves learners' long-term vocabulary retention. Your task is to identify the three key elements (as proposed by Weissberg & Buker, 1990) within the Results section:

- Element 1: Locating the data
- Element 2: Stating the results
- Element 3: Commenting on the results

Sample Text: Results Section (Vocabulary Learning Study)

1 **Table 2 provides descriptive statistics and gain scores across the three testing intervals.**

2 On the immediate post-test, both the app-based group and the control group showed improvement compared to their baseline performance.

3 However, the delayed post-test administered four weeks later revealed a **significant retention advantage** for the experimental group using the mobile app ($F(1,42) = 5.87, p < 0.05$).

4 **The most notable finding** was that participants in the experimental group retained an average of 82% of target vocabulary items, while the control group retained only 61%.

5 In open-ended responses, several participants reported that they found the app “engaging” and “easy to incorporate into daily routines.”

6 Some noted that the daily reminders helped them build consistent study habits.

7 Interestingly, not all participants followed a linear pattern of learning: some returned to previously learned word lists for review before proceeding to new ones.

8 These findings align with previous studies (e.g., Nation, 2013; Webb, 2008), which emphasize the benefits of distributed practice in vocabulary learning.

9 **Nonetheless**, it should be noted that the sample was relatively small, and the study period was limited to eight weeks.

10 Future studies might extend the intervention over a semester to assess whether these benefits are sustained over time.

Follow-up Questions:

1. Which sentence(s) introduce the location of the data (Element 1)?
2. Where are the key results stated (Element 2)?
3. Which parts contain interpretation or cautious evaluation of findings (Element 3)?
4. Find one example of a cautious or hedging expression. Why is this important in research writing?
5. What tenses are used in each of the three elements? How does that relate to their communicative function?

Note:

The Results section typically follows a recognizable linguistic pattern:

- Element 1 (Locating Data) → *present tense*

- Element 2 (Reporting Results) → *past tense*
- Element 3 (Commenting) → *often uses cautious or hedged language* (e.g., “suggest,” “may indicate,” “likely,” “should be noted,” etc.)

Mastering this rhetorical pattern not only helps you organize findings clearly, but also supports your credibility as a researcher.

Commenting on Data

In academic writing, especially in the **Results** section of a research paper, it is not enough to simply present data visually in tables, figures, graphs, or charts. **Interpreting and discussing** that data—through a process known as **data commentary**—is a crucial skill.

As emphasized by Swales and Feak (1994: 78), the purpose of **data commentary** is to guide the reader through your findings, helping them understand not only what the data show but **why it matters**.

Common Purposes of Data Commentary

A well-written data commentary may serve multiple functions:

- to **highlight** key trends, patterns, or differences in the data;
- to **compare** current findings with previous studies or expected outcomes;
- to **evaluate** the significance or reliability of the data;
- to **generalize** results to a broader population or context;
- to **discuss implications**, exceptions, or anomalies.

Typical Elements of a Data Commentary

A structured data commentary usually includes the following components:

1. **Locating or summarizing statements** – direct the reader to a table or figure.
2. **Highlighting statements** – emphasize interesting or significant patterns.
3. **Interpretive commentary** – discuss meanings, exceptions, or implications of the results.

This structure closely mirrors the broader organization of the **Results** section and provides a reliable framework for presenting your data with clarity.

Useful Phrases: Referring to Figures and Tables

- *As shown in Table 2, ...*
- *As can be seen from the graph, ...*
- *As indicated by the pie chart, ...*
- *The results are presented in Figure 1.*
- *Table 3 summarizes the responses of EFL teachers.*
- *The diagram in Appendix A illustrates the relationship between age and lexical recall.*
- *These trends are demonstrated in the following figure...*
- *Further evidence is provided in Chart 4 (see p. 18).*

Task 11: Use the appropriate prepositions and relative clauses to complete the sentences below.

1. As _____ in Table 1, 76% of learners preferred subtitles when watching English videos.
2. These observations were previously discussed _____ Chapter 3.
3. The learner strategies identified _____ this study support previous research by Oxford (1990).
4. Figure 2 clearly _____ that higher input frequency correlates with better vocabulary retention.
5. The comparison of teacher beliefs and actual classroom practices is illustrated _____ the graph on page 22.
6. As can be seen _____ the results, L2 learners using mobile apps performed better on delayed tests.
7. Table 4 _____ the range of lexical items used by beginner, intermediate, and advanced learners.
8. As _____ by several studies, motivation remains a key factor in L2 acquisition.
9. The differences in response time across proficiency levels are _____ in Figure 3.
10. As _____ in the bar chart, more students reported difficulties with speaking than with listening.

Useful Phrases: Highlighting and Generalizing Data

When writing about visual data such as charts or tables, it's important to **emphasize the most significant patterns or differences**. These observations are known as **highlighting statements**. Their purpose is not to describe every detail, but rather to **summarize key trends**, often through comparisons and contrasts.

Highlighting typically involves **generalization**. To do this effectively, writers use modifiers (e.g., "slightly," "considerably," "almost") that help them qualify or adjust the strength of their statements.

Below is a list of useful expressions for highlighting key information in your Results or Data Commentary sections:

- *X differs significantly/slightly/entirely from Y.*
- *X is noticeably/somewhat marginally higher than Y.*
- *X and Y are similar in that they both...*
- *X is not exactly the same as Y in terms of...*
- *The key difference between X and Y is that X..., while Y...*
- *X accounts for almost/twice/three times as much as Y.*
- *X is roughly/comparatively/equally distributed.*
- *Both X and Y show a clear preference for...*
- *X is dominant, whereas Y remains underrepresented.*

These phrases are especially useful when describing **survey results, learner performance, error patterns, or language feature distributions** across groups.

Task 12: Commenting on Learner Data

Below is a **table** showing the distribution of errors made by three groups of English learners (beginner, intermediate, advanced) during a speaking task. The chart presents error types in four categories: grammar, vocabulary, pronunciation, and fluency.

Title: Frequency of Spoken Errors in EFL Learners' Oral Production

Error Type	Beginner	Intermediate	Advanced
Grammar Errors	48	30	10

Vocabulary Errors	32	22	11
Pronunciation	40	25	13
Fluency Issues	35	28	18

Write a short **data commentary** (4–6 sentences) that highlights the key patterns in the chart. Focus on general trends and make at least **two comparisons** between the learner groups or error types.

Begin your commentary with:

“As can be seen from the chart, ...”

Use appropriate **highlighting phrases** to describe contrasts, similarities, and proportions. Avoid listing all numbers—focus on what the data *mean*.

Useful Phrases: Interpreting and Discussing Linguistic Data

The final part of a data commentary typically involves **interpreting the results** and considering their **broader implications**. According to Swales and Feak (1994: 80), this often includes:

- offering **explanations** for the observed trends,
- commenting on any **unexpected outcomes or anomalies**,
- proposing **areas for future investigation** or predicting **possible applications**.

In linguistics research, this section may also reflect on the **methodological limitations**, such as the size or nature of the sample (e.g., learner corpus size, sociolinguistic variability, or task design).

Since this portion evaluates the findings, it frequently adopts a **measured and cautious tone**. The phrasing should reflect that the results suggest possibilities, not absolute truths.

Common Phrases for Discussing and Interpreting Data in Linguistics

Use the following expressions when drawing conclusions about your data:

- *The data suggest a pattern in the use of...*
- *These findings may indicate a preference for... among language learners.*
- *The evidence partially supports the initial hypothesis regarding...*
- *The variation in responses could be attributed to...*
- *This difference may result from sociolinguistic influences such as...*
- *The inconsistency might reflect limitations in the elicitation task.*
- *Although the findings appear promising, they should be interpreted cautiously.*
- *Despite the small sample size, the results offer insight into...*
- *Further research is needed to confirm whether this trend holds across...*
- *These results question previous assumptions about...*

Task 13: Commenting on Student Error Data

Below is a **short data commentary** from a study investigating **error types in spoken English by university EFL students**. The researcher used transcriptions of recorded interviews and categorized errors into five types: grammatical, lexical, phonological, pragmatic, and fluency-related.

Excerpt from the Results:

In total, 152 errors were recorded across all participants. Grammatical errors were the most frequent (38%), followed by lexical errors (24%). Phonological and fluency issues were less common (both 16%), while pragmatic errors occurred least often (6%). Interestingly, advanced students showed a slightly higher rate of pragmatic and fluency errors compared to the intermediate group.

1. Identify the three elements of data commentary (location of data, statement of results, and discussion/interpretation).
2. Add 2–3 highlighting statements that point out contrasts or similarities between error types.
3. Comment on at least one limitation of the data or study method.
4. Use cautious and academic phrasing, choosing from the expressions provided above.

Task 14: Write a brief commentary (5–7 sentences) on data from your own small research project or an accessible set of linguistic data (e.g., a learner corpus, phonetic transcription exercise, sociolinguistic interview results).

The Discussion Section of a Research Article

What Is the Discussion Section?

The **Discussion** section is where researchers explain the significance of their results and relate them to the original research questions or hypotheses. According to Jordan (1996: 85), this section helps the reader understand what the findings mean and how they contribute to existing knowledge.

While many research papers keep the **Results** and **Discussion** sections separate, this division is not always strict. Some authors combine them, and others merge parts of the **Discussion** with the **Conclusion**. What matters most is clarity and coherence in explaining what the results suggest and why they matter.

How Discussion Sections Are Structured: Rhetorical Moves

The Discussion section follows a pattern of rhetorical “moves” — specific steps writers take to explain their findings logically and persuasively.

Below is their model of commonly observed moves:

1. **Background Information** – Briefly restates the research context or aim.
2. **Statement of Results** – Summarizes key findings.
3. **(Un)Expected Results** – Points out whether results were surprising or as predicted.
4. **Comparison with Previous Studies** – Highlights how findings align or contrast with earlier research.
5. **Explanation of Unexpected/Unsatisfactory Results** – Offers reasons for unexpected patterns or discrepancies.
6. **Exemplification** – Provides examples to clarify points.
7. **Deduction or Hypothesis (Claim)** – Makes a broader generalization or claim.
8. **Support for the Claim from Earlier Research** – Backs up claims with literature.
9. **Recommendation** – Suggests practical applications or future research.
10. **Justification** – Explains why the claim or recommendation is important or valid.

Not all papers use all of these moves, and their order can vary. However, some moves tend to follow others. For example, if a writer makes a claim (Move 7), they usually follow it

with evidence or reasoning (Move 8). Writers choose moves based on how clearly the results support their original assumptions.

Task 15: Read the excerpt below from a research paper in linguistics that investigates how L2 English learners use discourse markers (e.g., *however*, *therefore*, *actually*) in academic essays. Then identify the rhetorical moves according to the model above.

- 1** The results show that advanced L2 writers used a broader range of contrastive discourse markers than intermediate learners.
- 2** This pattern was especially evident in argumentative essays, where cohesive devices were more frequently required.
- 3** Interestingly, the overuse of certain markers such as *actually* and *in fact* was more common among intermediate learners, which was not expected.
- 4** This finding contrasts with previous studies, such as Müller (2005), which reported that both groups use contrastive markers similarly.
- 5** A possible explanation for this discrepancy could be the differences in genre or the learners' familiarity with formal academic style.
- 6** For example, some of the intermediate participants had recently transitioned from informal writing tasks in general English courses.
- 7** These findings suggest that discourse marker use can reflect broader cognitive and stylistic development in L2 learners.
- 8** Previous research by Hyland (2005) also supports this interpretation, linking increased marker range to greater genre awareness.
- 9** Pedagogically, our results point to the need for explicit instruction in genre-specific uses of discourse markers.
- 10** Such instruction is essential in preparing students for academic writing at the university level.

Answer the following questions:

- 1.** Which rhetorical moves are included in the text? Which are missing?
- 2.** Is the sequence of moves the same as in the Hopkins and Dudley-Evans model?
- 3.** Identify examples of cautious language (e.g., “could be”, “suggest”) in the text. Why is such language important in academic writing?

Task 16: Comparative Move Structure Analysis

1. Select **five Discussion sections** from published research articles in the field of linguistics.
2. Analyze the rhetorical moves in each Discussion section.
3. Compare the structure of these sections with the sample text above.
4. Discuss: Which moves were used in all articles? Which moves were rarely or never used? Are the sequences of moves similar or different?
5. Prepare a short oral or written report based on your findings and be ready to present it in class.

Writing the Conclusions Section

The distinction between the **Discussion** and **Conclusions** sections is often a matter of academic convention. This means that whether these sections are separate or combined often depends on the traditions of specific disciplines, journals, or publication guidelines. In many cases, especially in linguistics and related humanities fields, the Discussion and Conclusions are **merged into a single final section** of the paper.

However, when a **Conclusions section** is presented **independently**, it typically includes the following rhetorical components (or “moves”):

1. **Summary of the main findings** – a brief recap of the key results.
2. **Implications** – a discussion of the broader relevance of the findings (this can include both theoretical insights and practical applications).
3. **Suggestions for future research** – ideas for continuing or expanding the research in new directions.

It is worth noting that Moves 1 and 2 are often integrated into the **Discussion** when it serves as the final section of the paper. Move 3, however, is becoming less common in some fields. Many researchers today are more cautious about openly stating their future research plans, especially in competitive academic environments where funding and originality are key concerns.

Task 17. Read the short Conclusion from a linguistic research paper and identify the rhetorical moves. Try drawing a box around each move to make the structure clearer.

A corpus-based study of hedging devices in academic writing, based on 50 research articles from three linguistic subfields, revealed noticeable variation in hedging strategies. While more extensive research is required to investigate genre-specific hedging in other disciplines, the current findings offer useful guidelines for teaching academic writing to advanced L2 students.

Can you identify:

- The summary of results?
- The implication for teaching practice?
- A suggestion for future research?

Useful Phrases for Discussion and Conclusion Sections

Below is a selection of commonly used academic phrases that can help you express your ideas clearly and professionally in the **Discussion** and **Conclusions** sections of your paper:

► **Stating Key Findings**

- This analysis/research indicates that...
- This paper examined/investigated/demonstrated that...
- The findings reveal a clear pattern in...

► **Making Comparisons**

- These results are consistent with previous research on...
- With one exception, the linguistic data support...
- However, our results differ from those of...

► **Highlighting Limitations or Uncertainty**

- The findings should be interpreted with caution, as...
- Some results may have been influenced by...
- We are not yet in a position to explain why...

► **Offering Explanations**

- The variation in results can be explained by...

- This discrepancy may be due to differences in genre/register...
- The unexpected use of hedges suggests...

► Stating Implications

- These findings have implications for...
- This study contributes to our understanding of...
- Our results suggest a need for...

► Suggesting Further Research

- Further investigation is needed to determine...
- We recommend continued research into...
- Future studies could explore...

Task 18: Building Your Own Phrasebank

Step 1: Choose five research articles in linguistics that you find interesting (e.g., in pragmatics, discourse analysis, second language acquisition, corpus linguistics).

Step 2: Examine the final section (Discussion/Conclusions) of each article.

Step 3:

- Identify useful phrases and expressions the authors use to summarize results, express implications, or suggest future research.
- Write them down and compare them to the list provided above.
- Add new, useful phrases to your personal academic writing toolkit.

Tip:

When writing your own research paper in English, **keep a list of useful academic phrases nearby**. These phrases can help you structure your arguments and express your ideas more clearly. However, remember that academic writing is not a formula — while these rhetorical moves are common in English-language research, you should adapt them thoughtfully depending on your topic, style, and target audience.

UNIT 21:

WRITING ABSTRACTS FOR LINGUISTICS RESEARCH ARTICLES

In academic writing, a **research paper abstract** is a concise summary placed at the beginning of a paper. In contrast to abstracts found in abstracting journals or databases, a **journal abstract** is written by the author and directly accompanies the original research article.

Closely related forms include:

- the **summary**,
- the **conference abstract**,
- and the **synopsis**, a condensed version that often mirrors the structure of the full paper.

Purpose and Functions of Abstracts

The abstract plays several essential roles:

- It serves as a **self-contained synopsis** of the research, providing key information about the study.
- It helps prospective readers **decide whether the paper is relevant** to their interests or research needs.
- It **prepares the reader** by outlining what to expect in the full text.
- It acts as a **useful reference tool** after reading the article, especially in digital databases or research notes.

In the digital age, abstracts are critical for **search engines, academic databases, and indexing services**, which rely heavily on abstracts to identify and distribute academic content.

Linguistic Features of Abstracts

Research abstracts share several stylistic and structural characteristics:

- Written as a **single, unified paragraph**.
- Typically consist of **4 to 10 full sentences**.

- Avoid the first-person pronouns (e.g., *I* or *we*) in favor of **impersonal or passive constructions** (e.g., *This study examines...*, *The results were analyzed...*).
- Prefer **positive constructions**, minimizing use of negative phrasing (e.g., *"does not show"*).
- Frequently use **meta-discourse** (*This paper investigates...*, *The study focuses on...*).
- Avoid abbreviations, symbols, or acronyms unless clearly explained.
- Do not refer to numbered tables, figures, or references from the paper.

Verb Tenses in Abstracts

In linguistics research abstracts, the **present simple** is most commonly used to state established facts, define aims, describe methods, and present general findings (e.g., *The study investigates the use of modal verbs...*).

The **past simple** is used when referring to specific experiments, corpora, or analyses carried out during the research process (e.g., *Data were collected from classroom transcripts...*).

Types of Abstracts

Abstracts can generally be divided into two broad types:

1. Informative Abstracts

These include the main results and often specific details such as figures, corpora, or statistics. They are common in empirical papers and serve as **miniature versions** of the full article.

2. Indicative Abstracts

These abstracts **signal the topic** and general focus of the paper without presenting detailed findings. They are typical for theoretical discussions or review articles.

In many academic journals, especially in linguistics, a **hybrid model** that combines both types is also acceptable and increasingly common.

Structural Model for Abstracts

Mauro dos Santos (1996) proposed a general structure for English-language research abstracts. While variations exist across disciplines, this model is particularly useful for students writing abstracts in linguistics:

Move	Purpose	Example (Linguistics Focus)
1. Situating the research	Describes the context or background	<i>Language transfer is widely acknowledged as a factor in second language acquisition.</i>
2. Presenting the research	States the main objective or hypothesis	<i>This study examines the influence of L1 syntax on English clause construction among Ukrainian learners.</i>
3. Describing the methodology	Outlines research design and tools used	<i>A corpus of 250 learner essays was analyzed using a discourse-tagging system.</i>
4. Summarizing the results	Highlights the major findings	<i>Results show consistent L1 syntactic interference in relative clause formation.</i>
5. Discussing the research	Offers conclusions or implications	<i>The findings suggest implications for grammar instruction in EFL contexts.</i>

Note: The presence and sequence of these moves may vary depending on the type of article, the subfield (e.g., psycholinguistics vs. discourse analysis), or journal guidelines.

Task 1: Read the three full-length **research paper abstracts** below. The rhetorical *moves* in each abstract follow a structure based on Santos' model:

1. Situating the research
2. Presenting the research
3. Describing the methodology
4. Summarizing the results
5. Discussing the research

Abstract A – Second Language Writing and Collocations

Situating the research: Accurate collocation use is essential for developing lexical fluency in second language writing. However, many EFL learners continue to struggle with producing natural-sounding word combinations despite extensive vocabulary knowledge. Previous studies have often focused on receptive rather than productive knowledge of collocations.

Presenting the research: This paper investigates how intermediate EFL students in Ukraine use academic collocations in argumentative essays and whether focused instruction can improve their productive knowledge of these structures.

Describing the methodology: Sixty Ukrainian university students participated in a quasi-experimental study. Participants were divided into a control and an experimental group. Both groups completed pre- and post-writing tasks, but only the experimental group received a four-week explicit instruction module on academic collocations. All texts were analyzed using a custom-built collocation tagger and manually validated.

Summarizing the results: The experimental group showed a significant increase in accurate collocation use, particularly in verb-noun and adjective-noun combinations. In contrast, the control group's progress was minimal. Students in the experimental group also demonstrated improved cohesion in their writing.

Discussing the research: The findings suggest that explicit instruction plays a key role in helping EFL learners develop collocational accuracy. The study recommends integrating collocation-focused activities into L2 writing curricula and highlights the importance of contrastive analysis for learners with Slavic L1 backgrounds.

Abstract B – Diachronic Shifts in Syntactic Style in Soviet Ukrainian Press

Situating the research: While much has been written about ideological discourse in Soviet-era Ukrainian media, little attention has been given to how syntax reflects shifts in political messaging. Existing stylistic analyses often ignore structural linguistic features that correlate with power dynamics and propaganda techniques.

Presenting the research: This paper examines the diachronic use of passive constructions in Ukrainian newspaper editorials from the 1930s through the 1980s to determine whether syntactic change corresponds with shifts in censorship and political ideology.

Describing the methodology: A specialized corpus of 250 editorials from five decades was compiled from national Ukrainian archives. Passive verb frequency and agent omission were analyzed using a hybrid methodology of corpus-based quantitative analysis and critical discourse analysis.

Summarizing the results: Findings reveal that passive voice usage increased significantly during periods of heightened political control, with agentless passives particularly common in reports of government activity. Over time, especially during the perestroika era, there was a noticeable shift toward more active and transparent syntactic structures.

Discussing the research: These results suggest a strong relationship between syntax and ideological stance, affirming that syntactic choices can function as indicators of state influence on public discourse. The study encourages broader syntactic analysis within historical sociolinguistics to better understand the interface between language and power.

Abstract C – Multilingualism and Identity in EMI Classrooms

Situating the research: The expansion of English-medium instruction (EMI) in non-English speaking countries has raised concerns about the sociolinguistic effects of such policies on student identity and academic success. While EMI is often framed as a gateway to global opportunities, it can also marginalize native languages and local epistemologies.

Presenting the research: This paper explores how Ukrainian undergraduate students in EMI university programs perceive the impact of English on their academic identity, motivation, and sense of inclusion.

Describing the methodology: Using a mixed-methods approach, the study surveyed 300 students from four universities offering EMI programs. In addition, semi-structured interviews were conducted with 20 students from diverse language backgrounds. Thematic coding was applied to identify recurring patterns of identity positioning.

Summarizing the results: The data revealed a complex attitude toward EMI: while students valued English as a tool for career advancement and international access, many expressed concern about reduced academic depth, feelings of alienation, and lack of native language support. Students from rural and minority language backgrounds reported higher levels of anxiety in EMI contexts.

Discussing the research: The study concludes that EMI implementation must consider students' linguistic identities and proposes integrating translanguaging practices to foster a more inclusive and effective learning environment. It also recommends institutional support mechanisms for students transitioning to EMI settings.

Follow-up Questions

1. Which of these abstracts would you classify as informative, indicative, or hybrid? Support your answer with evidence.

2. Identify the five rhetorical moves in each abstract.
3. Which abstracts contain meta-textual references (e.g., "This paper investigates...")? What purpose do these serve?
4. What tenses are most frequently used in each abstract? Are there any shifts in tense and why?
5. Which abstract appears most persuasive or promotional? Identify specific linguistic strategies (e.g., "key role," "significant increase," "important implications").

Task 2: Complete this abstract from the field of applied linguistics by putting the **verbs in parentheses** into the appropriate **tense and voice**.

This study (*to aim*) to examine the role of peer feedback in the development of grammatical accuracy among advanced EFL students. The research (*to conduct*) over a period of ten weeks at a Ukrainian language university. Participants (*to divide*) into two groups: a peer-reviewed group and a teacher-reviewed group. Both groups (*to write*) four essays on academic topics, which (*to evaluate*) for grammatical errors and improvement over time. Results (*to show*) that the peer-reviewed group (*to make*) significantly more self-corrections and (*to develop*) greater metalinguistic awareness. The paper (*to conclude*) that peer feedback (*to serve*) as an effective tool for promoting learner autonomy and grammatical accuracy in advanced writing classes.

Task 3: Below is a jumbled abstract from a research paper in applied linguistics, focusing on multilingual classroom interaction. Read all parts carefully, then **reorder them** to reconstruct the logical abstract flow. Be ready to justify your choices by referring to the rhetorical moves.

Abstract Parts (Jumbled)

A)

To investigate this, a qualitative classroom study was conducted in three Ukrainian secondary schools offering English as a medium of instruction. Observations and audio recordings were collected over a two-month period and analyzed using discourse-pragmatic tools to track code-switching events and their communicative functions.

B)

This article addresses the role of translanguaging practices in multilingual English-medium

instruction (EMI) classrooms, with a particular focus on how students and teachers manage multiple languages during lesson interaction.

C)

The findings reveal that code-switching was frequently used not only for clarification and scaffolding but also for building rapport and managing classroom discipline. Teachers employed strategic shifts between Ukrainian, Russian, and English to address different pedagogical and social goals.

D)

While previous research has often treated translanguaging as either a compensatory strategy or a classroom challenge, this study proposes a more nuanced view that highlights its dynamic role in multilingual education contexts.

E)

The study concludes that allowing flexible language use in EMI classrooms can enhance both learner participation and comprehension. Recommendations are made for teacher training programs to include strategies for effective translanguaging pedagogy.

1. **Reorder the abstract** logically by numbering the parts from 1 to 5.
2. Identify the **five rhetorical moves** in the abstract using these labels: situating the research, presenting the research, describing the methodology, summarizing the results, discussing the research
3. What **linguistic features** signal each move (e.g., tense, meta-text, reporting verbs)?
4. Highlight any **instances of self-promotion or evaluative language**.
5. Based on this abstract, how would you define **translanguaging** in the classroom context?

Task 4: Abstract Writing and Analysis for Linguistics Students

Research Report:

Title: The Attitudes of Linguistics Students Toward Code-Switching in Academic Contexts

In recent decades, sociolinguistic research has increasingly recognized code-switching not as linguistic deficiency, but as a dynamic and context-sensitive discourse strategy. While

this perspective is widely shared by researchers, it is less clear how multilingual university students themselves view the practice of code-switching in academic settings, particularly in countries with strong monolingual academic traditions, such as Ukraine. Given the growing presence of English-medium instruction and multilingual classrooms, it is important to examine students' awareness, experiences, and evaluations of academic code-switching.

This paper presents the findings of a small-scale survey carried out among 15 senior students of linguistics at the Ivan Franko National University of L'viv. The questionnaire included both closed and open-ended items focused on the students' definitions of code-switching, their experiences with it in classroom and writing contexts, and their attitudes toward its acceptability and usefulness in academic discourse.

The data show that while most students are familiar with the term "code-switching," their interpretations vary. Ten students described it as a strategic shift between languages used for clarification, emphasis, or inclusion, while five associated it primarily with informal or spoken language. When asked whether code-switching should be used in academic writing, only three students responded positively, citing clarity and accessibility. Nine students rejected it in writing, emphasizing the need to adhere to formal, monolingual standards—particularly in English-language academic contexts. In contrast, twelve students considered oral code-switching in lectures or discussions not only acceptable but beneficial.

Interestingly, several students noted that while they personally try to avoid code-switching in their own work, they do see it used effectively by instructors or peers. This tension suggests that while code-switching is recognized as a communicative tool, its legitimacy in formal academic registers remains contested. The majority of students felt that more explicit guidance and discussion around code-switching in their curriculum would help them better understand when and how it may be appropriately used.

Abstract A:

This study explores the attitudes of senior Ukrainian linguistics students toward the use of code-switching in academic contexts. A total of 15 students from Ivan Franko National University of L'viv participated in a survey comprising both closed and open-ended items. The survey data revealed that most students had a general understanding of code-switching, though their views on its appropriateness in academic discourse varied. The majority favored

monolingual norms in writing, while showing more flexibility toward spoken academic interaction. The study concludes that students need more targeted instruction on pragmatic uses of code-switching in different academic registers.

Abstract B:

In multilingual academic settings, code-switching is increasingly seen as a meaningful communicative strategy. This paper presents findings from a small-scale survey on how Ukrainian linguistics students understand and evaluate the use of code-switching in academic contexts. While many participants valued code-switching in oral exchanges for clarity and expression, most preferred strict language separation in formal writing. The paper highlights the discrepancy between theoretical models of translanguaging and actual student practices and calls for curriculum design that incorporates discussion of multilingual discourse norms.

Group Discussion Questions:

1. Which of the two abstracts (A or B) is more **informative**? Which is more **indicative**?
2. Which rhetorical **moves** are present in each abstract? Are any missing or underdeveloped?
3. How do the two abstracts differ in terms of:
 - **Length and detail**
 - **Tense and voice**
 - **Meta-textual features** (e.g., “This paper presents...”)
 - **Evaluation or interpretation** of the findings?
4. Which abstract would be more effective for a **research database search**? Why?
5. If you had to revise one of the abstracts, what would you change?

Task 5: Now write your own **abstract** for either:

- A research paper you have already written (e.g., term paper, thesis chapter), or
- A hypothetical study you plan to carry out in the field of linguistics.

Your abstract should include the following moves:

1. Situating the research (what is the topic? why is it important?)
2. Presenting the research (what is your paper about?)

3. Describing the methodology (who/what/how did you study?)
4. Summarizing the results (what did you find?)
5. Discussing the research (what do the results mean? any implications?)

Your abstract should be a **single paragraph** of 120–180 words. Use **present tense** for generalizations and **past tense** for specific findings.

UNIT 22:

WRITING CONFERENCE ABSTRACTS IN LINGUISTICS

A **conference abstract** is a concise summary of an oral presentation submitted to a conference organizing committee for consideration. It is an essential academic genre that facilitates the dissemination of **new ideas, findings, and methodologies** within both local and international linguistic communities.

Conference abstracts are often **peer-reviewed**, sometimes under **blind-review conditions**, and typically face a high degree of selectivity. As a result, they must not only convey the essence of a project but also **capture attention** through a compelling, concise, and credible presentation of the research topic and its significance. As Berkenkotter & Huckin (1995) point out, the dominant rhetorical feature of conference abstracts is "*interestingness*"—often conveyed through a fresh topic, novel perspective, or thought-provoking claim.

Given that most conferences are planned **months or even a year in advance**, abstracts frequently propose **ongoing or planned research**. Thus, authors are often describing **anticipated outcomes** and future implications rather than fully completed studies.

Textual Features of Conference Abstracts

A typical conference abstract in linguistics:

- Ranges from **200–300 words** (usually one page).
- Comprises **3–5 concise paragraphs**, each with a specific rhetorical function.
- Occasionally requires a **shorter version** (≤ 50 words) for inclusion in conference programs.
- Uses **clear and confident academic language**, often in **impersonal voice** or with "**we**" when representing a single author.
- Avoids jargon, excessive technical detail, and overgeneralizations.
- Often uses **meta-textual phrases** such as: "This paper investigates...", "The study aims to...", "Preliminary results suggest that..."

Rhetorical Moves in Linguistics Conference Abstracts

(adapted from Yakhontova, 2002a)

Conference abstracts in linguistics typically include **five rhetorical moves**:

1. **Outlining the research field** (e.g., referring to key trends in sociolinguistics or formal grammar).
2. **Justifying the research** (e.g., pointing out a research gap, problem, or limitation).
3. **Presenting the study** (e.g., introducing the paper's focus or objective).
4. **Summarizing the study** (e.g., describing the method or main argument).
5. **Highlighting the outcome** (e.g., anticipated findings or potential implications).

Note: Moves 1–3 usually appear in the **first paragraph**, Move 4 in the **middle**, and Move 5 in the **final paragraph**.

Task 1: Read the conference abstract and answer the questions below.

Outlining the research field: Despite an increasing scholarly focus on multilingual identity construction, the role of **metapragmatic awareness** in how speakers frame their language choices across settings remains underexplored in applied linguistics. While numerous studies address code-switching and style-shifting, fewer investigate how speakers articulate **why** they make these choices and how such justifications relate to broader ideological positions.

Justifying the research: This gap is particularly notable in multilingual university settings, where students engage in complex linguistic negotiations that are often unacknowledged in mainstream pedagogy.

Presenting the study: This paper investigates how Ukrainian university students studying linguistics justify their use of code-switching in academic and semi-formal contexts, based on data from semi-structured interviews and written reflections.

Summarizing the study: Drawing on 25 interviews and 50 written responses from MA students at two institutions, the paper applies a discourse-analytic framework to identify key themes in how students describe their language use. Analysis focuses on participants' references to appropriateness, identity, peer expectations, and institutional norms.

Highlighting the outcome: The results suggest that metapragmatic awareness is shaped by a tension between globalized language norms (e.g., English-only academic standards) and

local multilingual practices. This study provides pedagogical implications for integrating language ideology reflection into academic writing curricula in linguistically diverse settings.

1. What **rhetorical strategy** is used to establish the significance of the topic?
2. How does the abstract justify the **need for the study**?
3. What phrases introduce **meta-text** or reference to the paper itself?
4. How is the **methodology** summarized?
5. How are the **anticipated findings and implications** expressed?
6. Which linguistic features make the abstract **suitable for international readership**?

Task 2: Mark the rhetorical moves in this linguistics abstract.

Pronoun Variation and Social Meaning in Digital Discourse among Bilingual Youth

This paper investigates how Spanish-English bilingual adolescents in the United States use English third-person singular pronouns (*he/she/they*) in social media interactions. Previous research has explored pronoun use in relation to gender identity and inclusivity; however, few studies have examined how bilingual speakers navigate this terrain across languages and platforms.

Using a corpus of Instagram comments and TikTok captions, this study analyzes pronoun variation in 50 adolescent users. It also explores how pronoun choice is influenced by perceived audience, platform norms, and identity performance. The methodology combines quantitative distributional analysis with qualitative coding of metalinguistic commentary.

The findings suggest that pronoun usage is not only context-sensitive but also indexed to stances of modernity, irony, or solidarity. In particular, gender-neutral “they” is used strategically to signal in-group identity or to challenge normative expectations. The paper concludes with implications for studies of digital sociolinguistics and language ideologies among bilingual youth.

Task 3: Improve this conference abstract written by a Ukrainian linguistics student

Contrastive Analysis of Passive Voice in English and Ukrainian Legal Discourse

English and Ukrainian have passive constructions. In legal texts, passive voice is common. Ukrainian and English lawyers use it for objectivity. The differences between them

are not very studied. This paper describes the differences in using the passive voice in legal English and Ukrainian. Data is from English legal codes and Ukrainian court decisions. We analyzed frequencies and structures. The results show English uses more fixed legal passive formulas. Ukrainian uses more impersonal constructions. There are also different cultural preferences. It needs more research.

A. Identify 5 ways this abstract could be improved:

Choose from the following list:

1. Add meta-textual phrases like “This paper explores...”
2. Provide a clearer rationale for the research.
3. Specify the research gap using contrastive language.
4. Avoid abrupt or choppy sentence structure.
5. Combine short sentences into longer, cohesive units.
6. Clearly indicate the implications of the findings.
7. Avoid vague claims like “It needs more research.”
8. Include methodological detail on how the data was analyzed.

B. Rewrite the abstract using a proper rhetorical structure and improved style.

Useful Phrases for Move 5: Highlighting the Outcome

Use the following expressions when concluding your abstract:

- The study provides preliminary insights into...
- Findings may contribute to better understanding of...
- Implications for pedagogy/curriculum design are discussed.
- The results have potential applications in...
- This work opens further questions for research in...

Task 4: Write a 200–300 word abstract based on your own research or a hypothetical study in any area of linguistics. Make sure your abstract includes all five rhetorical moves:

1. Outlining the field
2. Justifying the study
3. Introducing your research

4. Summarizing the methodology or argument
5. Highlighting the outcome

Share your abstract for peer feedback or class review.

UNIT 23:
WRITING SURVEYS, QUESTIONNAIRES,
AND RESEARCH PROJECTS

Linguistics students are frequently required to conduct **surveys** and **questionnaires** to gather data for their research. Surveys are often part of **small-scale projects**, including BA and MA theses, coursework assignments, or fieldwork components.

This unit provides practice in:

- Designing and conducting surveys.
- Constructing linguistically relevant questionnaires.
- Analyzing responses.
- Writing up reports of findings.
- Collaborating on **group-based mini-projects**.

SURVEYS AND QUESTIONNAIRES

Task 1: Read the model report below and notice its structure:

- Paragraph 1: Introduction
- Paragraphs 2–3: Methodology and findings
- Final Paragraph: Cautious conclusions

Also, pay attention to the tenses used (e.g., past simple for reporting the study and present simple for interpreting the findings).

A Survey of Students' Attitudes Towards English Varieties

On 15th October 2024, a small-scale survey was conducted among 20 undergraduate linguistics students at the Department of English Philology. The purpose of the survey was to explore students' attitudes towards different varieties of English and their perceived acceptability in academic and professional contexts.

The survey was carried out using a short questionnaire composed of five items. Questions focused on the perceived prestige of British, American, and non-native Englishes

(e.g., Indian English, Nigerian English), preferences in pronunciation and spelling norms, and acceptability of accented English in academic settings.

The results showed that 60% of respondents preferred British English in academic writing, while 25% favored American English. Only 15% expressed a neutral stance or preferred another variety. When asked about pronunciation, 70% considered native-like pronunciation important, but only 40% felt that it was essential to achieve it. Interestingly, while most respondents viewed non-native Englishes as valid in informal communication, only 20% felt they were acceptable in academic writing or conference presentations. When asked about spelling, 55% favored British forms, while 30% used a mixture of systems.

Due to the limited sample size, broad generalizations cannot be made. However, some tentative observations may be drawn. Students generally prefer native varieties in formal contexts and show a tendency to favor British English norms in academic writing. At the same time, many acknowledge the increasing role of English as a global language and demonstrate an awareness of linguistic diversity. Further studies with larger and more diverse samples are needed to confirm these trends.

Task 2: Complete and conduct your own version of the following questionnaire. Then analyze the data and write a report based on the model above.

Questionnaire: Attitudes to English Varieties

1. Which variety of English do you prefer for **academic writing**?
 British English American English Other (please specify) No preference
2. Which pronunciation model do you consider most desirable for formal presentations?
 British RP American GA Any intelligible accent No preference
3. Is native-like pronunciation:
 Essential Desirable Not necessary Not important
4. Do you consider **non-native varieties of English** acceptable in academic settings (e.g., Indian English)?
 Yes No Depends on the context
5. Which spelling system do you use most often?
 British American Mixed Not sure

Task 3: (a) Read the following report on students' multilingual communication patterns.

Survey of Multilingual Communication Patterns among Linguistics Students

On 8th March 2025, a survey was conducted among 24 MA students of linguistics at Kyiv Linguistic University. The purpose of the study was to examine students' daily language use across different contexts and their self-perceived language identities.

The survey included both multiple-choice and open-ended questions. Section A focused on the languages spoken at home, with peers, in academic writing, and online. Section B explored students' sense of identity as multilingual speakers and the emotional value associated with each language.

According to the data, 92% of students reported regular use of at least two languages daily. Ukrainian and English were the most commonly used languages, with 88% reporting they use English for academic purposes and 76% reporting Ukrainian as their primary language for everyday interaction. Russian, Polish, and German were also used by smaller numbers of students. Online communication patterns were more varied, with 42% switching between English and Ukrainian depending on the platform.

In terms of identity, 66% described themselves as multilingual, while 25% were unsure and 9% preferred to identify as bilingual. Many students reported that English felt more "academic" or "neutral," while Ukrainian was associated with emotional expression and informal discourse.

These findings suggest that linguistics students at this university are highly adaptable language users, navigating different linguistic spaces with confidence. However, further research is needed to understand the deeper sociocultural implications of such practices and how these experiences shape students' professional development.

(b) Create and complete the following questionnaire:

Questionnaire: Multilingual Language Use

Section A: Frequency of Language Use

1. Which languages do you use regularly?
 Ukrainian Hungarian English Other
2. In which contexts do you primarily use each language?
| Language | At Home | With Friends | In Class | On Social Media | Academic Writing |

Section B: Language Identity and Attitudes

3. Do you identify as:
 Bilingual Multilingual Monolingual Not sure
4. Do different languages represent different parts of your personality or identity?
 Yes No Not sure – please explain below.

Tips for Questionnaire Design

- Keep your questions **clear and concise**.
- **Avoid ambiguity**—be precise in your wording.
- Start with easier, factual questions before moving to opinion-based ones.
- Pilot your questionnaire with a few peers to identify problems.
- Use a **mixture of question types**, but be aware: open-ended questions are harder to analyze.

(c) Once the questionnaire has been completed and data collected from your classmates or peers, follow these steps to analyze the results and write a structured report of your findings. You may base your analysis on quantitative summaries (e.g., percentages) and qualitative insights (e.g., patterns in open-ended responses).

Write your report using the six-paragraph format below:

Paragraph 1: Introduction

Briefly introduce your topic and the purpose of the survey. Mention when and where it was conducted, how many people participated, and why it was relevant for linguistic research.

Paragraph 2: Participant Demographics

Give a breakdown of the participants by sex, age range, language background, or fields of study (e.g., general linguistics, translation, TESOL, phonetics, etc.).

Paragraph 3: Overall Findings

Provide a general analysis of the most significant results. Summarize the most common responses and any major trends.

Paragraph 4: Differences by Group/Discipline

Highlight any variations across subgroups (e.g., BA vs MA students, male vs female, multilingual vs monolingual students, etc.). How did different fields or levels of study respond?

Paragraph 5: Surprising or Interesting Aspects

Point out anything unexpected, unusual, or particularly insightful. How do your own responses compare to the average? Did any patterns challenge your assumptions?

Paragraph 6: Final Conclusions

End with a brief summary of your interpretation. What can be concluded from the data? What might be relevant for teaching, further study, or practical application?

(c) After completing the report:

- **Step 1:** Reflect individually or in your group on the design of your questionnaire.
- **Step 2:** Discuss the following:
 - Were any questions unclear or misunderstood by respondents?
 - Were your answer options comprehensive and appropriate?
 - Would you rephrase or add new items in a future version?
 - Were your open-ended questions useful or too difficult to analyze?

Are there any changes you would like to make to the questionnaire? Discuss with your group and note down your suggested improvements.

Tips for Editing Your Questionnaire after Pilot Use:

Problem Identified	Suggested Fix
Ambiguous question wording	Clarify language or simplify syntax

Limited answer options	Add more relevant choices or an “Other”
Too many open-ended items	Replace some with scale/rating items
Overlapping categories	Separate or rephrase to avoid confusion
Poor logical sequence	Group related questions together

GROUP PROJECTS

Group projects are a vital part of linguistic education. They give students the opportunity to **explore real-world language issues**, apply theoretical knowledge, and practice the fundamentals of **research design, data collection, analysis, and reporting**. Through these collaborative investigations, students also develop **critical thinking, teamwork, and academic communication skills**.

Projects are typically **small-scale investigations** requiring:

- Questionnaires
- Interviews
- Observations
- Corpus-based analysis
- Document or text analysis
- Mixed methods (combining quantitative and qualitative data)

Common Project Types in Linguistics

<i>Project Type</i>	<i>Description</i>
Sociolinguistic surveys	Investigate variation in language use by age, gender, region, or social group
Language attitudes studies	Measure how people perceive certain accents, dialects, or languages using questionnaires
Corpus-based studies	Use linguistic corpora (e.g., COCA, BNC) to explore patterns in lexis, grammar, discourse
Error analysis	Collect and analyze language learner errors in writing or speaking

<i>Project Type</i>	<i>Description</i>
Discourse analysis	Study language in context — e.g., how power, identity, or politeness appear in interactions
Translation comparison	Compare translations of the same text across different languages or time periods
Phonetic/phonological analysis	Record and analyze speech patterns using transcription or acoustic tools
Lexical field projects	Investigate word associations in different languages or domains (e.g., food, emotions)
Textbook evaluation	Analyze linguistic content in teaching materials using criteria (e.g., authenticity, level)
Genre studies	Examine structural or lexical features in academic writing, CVs, emails, etc.

Project Suggestions:

- a) **Code-switching Patterns** among bilingual students on campus
- b) **Attitudes toward Accents** in English used in Ukrainian media
- c) **Language Policy Awareness** among university students
- d) **Gendered Language Use** in student communication (e.g., email, chat)
- e) **Pronunciation Attitudes:** What do students consider “correct” or “pleasant”?
- f) **Use of AI Tools** in academic writing: Do students paraphrase or translate?

Task 4: Project Planning and Execution

1. Choose a topic from the list above or develop your own idea.
2. Decide who will be responsible for: creating the questionnaire/interview questions, collecting data, analyzing responses, writing the report
3. Prepare a **three-section written report:**

Section 1: Background and purpose

Section 2: Methodology and key findings

Section 3: Conclusions and recommendations

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