PROFESSIONAL DEVELOPMENT PROGRAMMES ON ENGLISH LANGUAGE LEARNING AND TEACHING FOR 2022/2023

OPTIMISING SENIOR SECONDARY ENGLISH LANGUAGE SERIES: (3) THE ROLE OF GRAMMAR AND VOCABULARY IN ACADEMIC READING AND WRITING

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OVERVIEW

- **Common Features of the Academic Use of English**
  - Why is the Academic Use of English necessary?
- **Academic Vocabulary**
  - Teaching Vocabulary through Reading Comprehension
  - Academic Vocabulary Acquisition in Depth and Breadth
- **Academic Grammar – Using Noun Phrases**
- **Creating an Academic Tone and Style**
  - Why do we use hedging?
- **Academic Linguistic Features in Reading**
- **Academic Linguistic Features in Writing**
- **Wrap up & Consolidation**
  - Promoting the Academic Use of English through Reading across the Curriculum (RaC) and Language across the Curriculum (LaC)
- **Useful Resources**

WORKSHOP OBJECTIVES

By the end of the programme, participants will:

- discuss the relevant sections on the academic use of English from curriculum documents,
- be aware of the common features of academic texts,
- develop strategies for guiding students to learn about grammar and vocabulary in academic reading and writing, and
- examine and discuss the promotion of the academic use of English in other school contexts (e.g. cross-curricular activities, LaC, RaC)

OVERVIEW TO LANGUAGE FEATURES OF ACADEMIC TEXTS

- to promote the academic use of English to heighten students' awareness of English commonly used in academic texts they **read** and/or **write** in other subjects, facilitating their current and/or further studies

- to raise students' awareness of the **style and features of academic texts** by selecting appropriate texts and designing relevant learning activities

Source: English Language Curriculum and Assessment Guide (S4-6) (2021) pp.42-43

Activity 1b: Text Comparison

In groups, look at Texts 1 and 2 below on the topic of *Education* and answer the questions:

- How are the texts different? (Note the highlighted language.)
- Can you identify any of academic features in Text 2?

Text 1

Lots of times in **many years**, different professional people who were interested in making education better have asked **me** what **we** know about how people learn so **we** can use it **to make education better** (Gillett, 2015).

Text 2

On **a number of occasions** during a **considerable period** of years, various professional people interested in **educational improvement** have asked **what is known** about the process of learning that can be put to use in **designing better education** (Gillett, 2015).

Activity 1b: Text Comparison (Answers)

Text 1

Lots of times in **many years**, different professional people who were interested in making education better have asked me what **we** know about how people learn so **we** can use it **to make education better** (Gillett, 2015).

Text 1 uses a lot of casual language (i.e. *lots of times*) and personal pronouns (i.e. *we*). It tends to be a bit biased (giving personal opinions)

Text 2

On **a number of occasions** during a **considerable period of years**, various professional people interested in educational improvement have asked **what is known** about the process of learning that can be put to use **in designing better education** (Gillett, 2015).

Text 2 uses hedging (i.e. *a number of occasions*) and avoids personal pronouns (i.e. *what is known*). You can usually find these texts in academic writing.

Some features used: hedging, evidence-based, formality, paraphrasing, precision and complexity

Activity 1c: Comparison of the Language Features between Everyday English and Academic Use of English

Everyday English (Informal)	Academic Use of English (Formal)
Subjective	Objective
Personal pronouns (*You/ I/ He/ She/ It*)	Impersonal
Emotive words (*wonderful, awesome*)	Stance (author's viewpoint – argument)
Colloquial (*What's more*)	Tone and register (formal)
Contractions (*don't, isn't, we're, they're*)	Hedging (certainty, quantity, frequency, modals)
Simple sentences (SVO)	No contractions
Simple vocabulary	Concise and precise
Flow – all over the place	Nominalisation
	Lexical cohesion
	Logical flow

PURPOSES OF ACADEMIC TEXTS

- to explain an idea or concept with data/statistics; and
- to discuss an issue with evidence or to argue and justify a point.

Academic texts are generally **formal**, **objective**, **precise** and **technical** (with **subject-specific terms**).

COMMON FEATURES OF ACADEMIC USE OF ENGLISH

- To make academic texts more formal, **contractions, informal and colloquial expressions are avoided** while **formal vocabulary** (e.g. “injection/vaccination” instead of “jab”) is used to present information.
- To create a more **objective** tone, judgements are **supported by reasons and findings** in academic texts and opinions are presented with the use of the **passive voice**.
- **Specific and concrete words** are used (e.g. “teenagers” instead of “young people”, “in 2018” instead of “a few years ago”) to avoid ambiguity.
- **Subject-specific terminologies** are used to describe a process, classify an object or living thing, etc. (e.g. “deforestation”, “mammal”). Some common words have a special meaning in academic contexts (e.g. “class” and “family” in Biology”, “mean” in Mathematics). The ability to understand and use subject-specific terminologies is essential for comprehending and producing academic texts.

p.43, English Language Curriculum and Assessment Guide (Secondary 4-6) 2021, CDC & HKEAA

OVERVIEW OF ACADEMIC USE OF ENGLISH

Academic language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as **specialized vocabulary**, **conventional text structures within a field** (e.g., essays, lab reports) and other **language related activities typical of classrooms**, (e.g., expressing disagreement, discussing an issues, asking for clarification). Academic language includes both productive and receptive modalities. **One of your goals for the learning segment should be to further develop your students' academic language abilities.** This means that your learning objectives should focus on language as well as on content. You can and should **communicate content** through means other than language, e.g., physical models, visuals, demonstrations. However, you should also develop your students' abilities **to produce and understand oral and written texts typical in your subject area as well as to engage in language-based tasks.**

Making Good Choices – A Support Guide for the PACT Teaching Event, https://www.csuchico.edu/soe/_assets/documents/making-good-choices-4.11.08.pdf

Academic Language

Students need this to work in schools. It includes, for example, **discipline-specific** vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a **content** area.

One of your goals for the learning segment should be to further develop your students' academic language abilities

Basic Interpersonal Communication Skills Takes 0-2 year(s) to acquire	**Cognitive Academic Language Proficiency** Takes about 7-10 years to acquire
Involves using language for social, face-to-face and everyday situations	Involves language skills and functions of an academic or cognitive nature.
Highly contextualised and provides lots of clues for comprehension	Language needed to accomplish academic tasks

You should also develop your students' abilities **to produce** and understand oral and written texts typical in your subject area as well as to engage in language-based tasks.

https://www.csun.edu/science/ref/language/pact-academic-language.html

Academic Vocabulary Acquisition in Depth and Breadth

How many words should learners acquire at pre-university level?

Academic Word List (AWL) (Coxhead, 1998), which was compiled from a corpus of 3.5 million running words of written academic text by examining the range and frequency of words outside the first 2,000 most frequently occurring words of English, as described by West (1953).

The AWL contains 570 word families that account for approximately 10% of the total words (tokens) in academic texts but only 1.4% of the total words in a fiction collection of the same size. This difference in coverage provides evidence that the list contains predominantly academic words. By highlighting the words that university students meet in a wide range of academic texts, the AWL shows learners with academic goals which words are most worth studying. The list also provides a useful basis for further research into the nature of academic vocabulary.

Vocabulary Targets

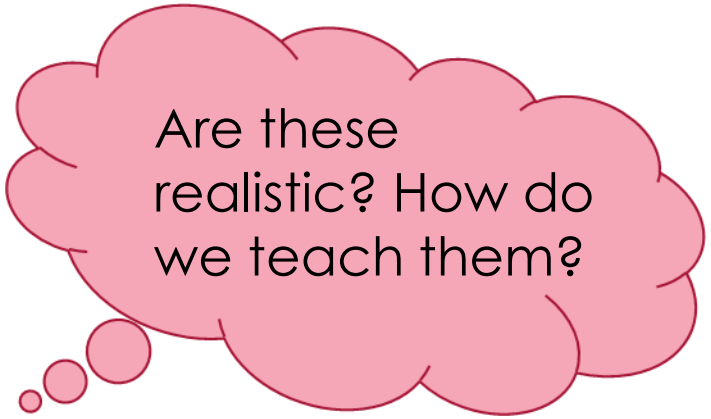
Key Stage	Stage target	Cumulative Target
KS1	1000	1000
KS2	1000	2000
KS3	1500	3500
KS4	1500	5000

Common practices in teaching vocabulary:

High frequency words

Word Forms

Formations (root, pre-fix, suffix)



Resources of Academic Word Lists

University of Wellington – Professor Coxhead (AWL Sublist families available in PDF downloadable)

https://www.wgtn.ac.nz/lals/resources/academicwordlist

EAP Foundation – AWL Highlighter

https://www.eapfoundation.com/vocab/academic/highlighter/

[4] Xian's The monochrome figures that visitors to terra-cotta army museum see today actually began as the multicolored fantasy of a ruler whose grandiose ambitions extended beyond the mortal realm. The first emperor to unify China under a single dynasty, Qin Shi Huang Di packed a lot into his earthly reign, from 221 to 210 B.C. Aside from building the first lengths of the Great Wall, the tyrannical reformer standardized the nation's writing system, currency, and measurements, and provided the source for the English word we now use for China (Qin is pronounced Chin).

Activity 2a:

Reading Comprehension & Vocabulary Building

Find examples for the vocabulary building terms provided in **paragraph 4** of the given text "Terra-Cotta Warriors in Colour"

Vocabulary Building Terms	Examples (Everyday English)	Examples (from the given text)
1) Affixation	un + kind = unkind kind + ly = kindly	unearthed earthly
2) Compounding	Foot + ball = football super + market = supermarket	
3) Conversion	hard (adjective) vs. hard (adverb) to slice (verb) vs. a slice (noun)	
4) Derivation	amuse, amusing, amused, amusement	
5) Synonyms	happy / glad / pleased / joyful / ecstatic	
6) Antonyms	laugh (cry) / calm (nervous) / sit (stand)	
7) Homonyms	fan (admirer) / fan (to get cool) catch a thief / catch a bus	
8) Collocations	go shopping / have a shower interested in / take a break	
9) Lexical/ thematic sets	furniture – table, chair, desk, couch, ceiling, wardrobe, chandelier, lamp	

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3) Conversion	hard (adjective) vs. hard (adverb) to slice (verb) vs. a slice (noun)	
4) Derivation	amuse, amusing, amused, amusement	
5) Synonyms	happy / glad / pleased / joyful / ecstatic	**Ruler = emperor/ realm=reign=dynasty/ earthly = mortal**
6) Antonyms	laugh (cry) / calm (nervous) / sit (stand)	**Monochrome v.s. multicolored**
7) Homonyms	fan (admirer) / fan (to get cool) catch a thief / catch a bus	
8) Collocations	go shopping / have a shower interested in / take a break	**Began as…/ packed into…**
9) Lexical/ thematic sets	furniture – table, chair, desk, couch, ceiling, wardrobe, chandelier, lamp	**Vision: fantasy, ambition** **Rule: army, reign, Great Wall**

Teaching Point

Students need not know/ understand the terminology but teachers should help them find and understand the lexical relations for not only **vocabulary building** but also **reading comprehension**.

Xian's The monochrome figures that visitors to terra-cotta army museum see today actually began as the multicolored fantasy of a ruler whose grandiose ambitions extended beyond the mortal realm.

For example, by introducing or just highlighting “affixation” to students, they can at least try to make sense of the words through the prefixes “mono-” and “multi-” even they might not know what “monochrome” and “multicolored” really refer to.

Classroom Applications

Potential activities

1. Ask students to identify all the words that are related to the same theme (i.e. lexical/ thematic sets); Or,
2. Ask students to identify all the words with similar and opposite meanings (i.e. synonyms and antonyms)
3. Ask students to identify all the words in different parts of speech/ forms (i.e. derivation)

Note: No technical terminology needs to be introduced to students. The underlined instructions should suffice to help them see the ***lexical relations for vocabulary building.***

Potential activities

With weaker students, you may do some matching tasks with them instead.

1. For lexical/ thematic sets, you can extract the words from the text and ask students to categorize them into the given themes
2. For synonyms/ antonyms, you can extract the words from the text and ask students to match the synonyms with the antonyms

Equipped with these vocabulary building strategies, students might also know how to decode unfamiliar words in their reading later on.

Activity 2a:

Reading Comprehension & Vocabulary Building

You may also find the following examples from the rest of the given text "Terra-Cotta Warriors in Colour"

Vocabulary Building Terms	Examples (Everyday English)	Examples (from the given text)
1) Affixation	un + kind = unkind kind + ly = kindly	**unearthed** **earthly**
2) Compounding	Foot + ball = football super + market = supermarket	**co-workers**
3) Conversion	hard (adjective) vs. hard (adverb) to slice (verb) vs. a slice (noun)	**lacquer (verb) lacquer (noun)**
4) Derivation	amuse, amusing, amused, amusement	**exposed / exposure** **preserve / preservative / preservation / preservationist**
5) Synonyms	happy / glad / pleased / joyful / ecstatic	**excavation / unearth / digging**
6) Antonyms	laugh (cry) / calm (nervous) / sit (stand)	**jagged / perfect unveil, uncover / hidden protective, sheathe / exposed**
7) Homonyms	fan (admirer) / fan (to get cool) catch a thief / catch a bus	**matter of hours / grey matter (physical substance)**
8) Collocations	go shopping / have a shower interested in / take a break	**wrapped in (something)**
9) Lexical/ thematic sets	furniture – table, chair, desk, couch, ceiling, wardrobe, chandelier, lamp	**features – black hair, pink faces, black or brown eyes** **armour – chariots, weapons, shields, arrows**

Task 2b: Multiple Meanings of Words in Different Subjects (Examples)

Legend

[History] an old story from the ancient time

[Geography] the words written on or next to a map that explain what it is about or what the symbols on it mean

Note

[Music] a single sound at a particular level in music 2.

[Economics] a banknote

Source: Chapter 1 What is Academic English? Resource Pack on Academic Use of English, English Language Education Section, Curriculum Development Institute, Education Bureau HKSAR (2022)

Activity 2b: Can you think of multiple meanings of the following words in different subjects?

Class

Slope

Activity 2b: Can you think of multiple meanings of the following words in different subjects? (Suggested Answers)

Class

[Science] a group of things, animals, or people with similar features or qualities

[History/Economics] a group of people in a society who have the same social and/or economic position

[Maths] a group of objects with some common properties

Slope

[Geography] a rising or falling surface/ground

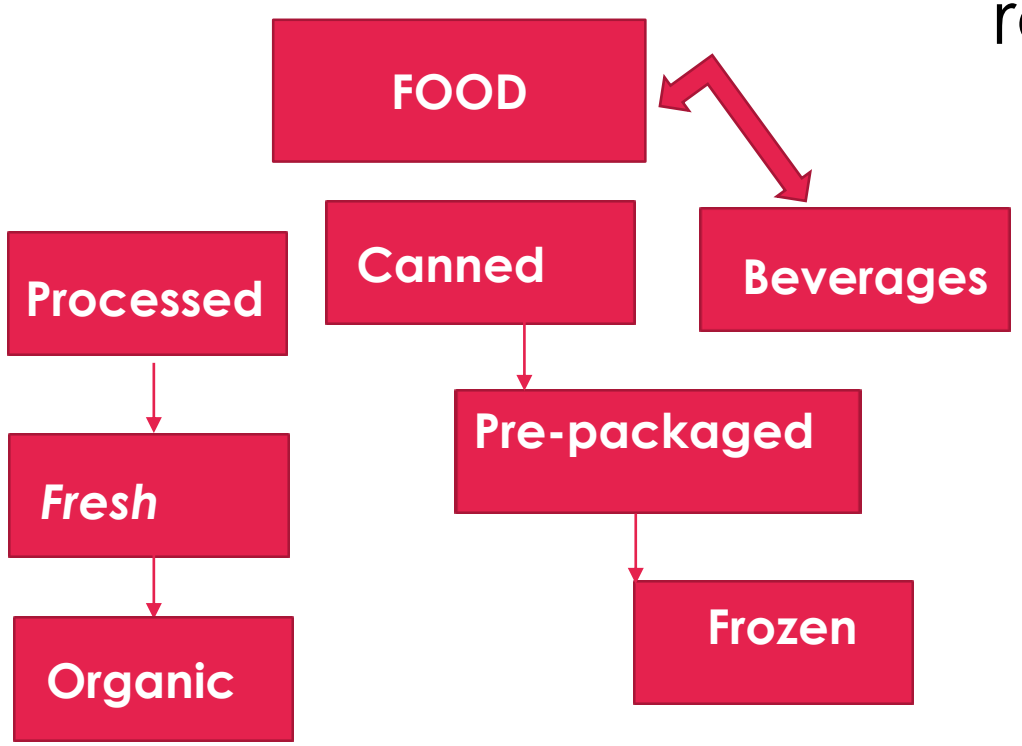
[Maths] the steepness of a line in a graph

[Science] the steepness of an inclined plane

[Economics] a concept which measures the relationship between two variables

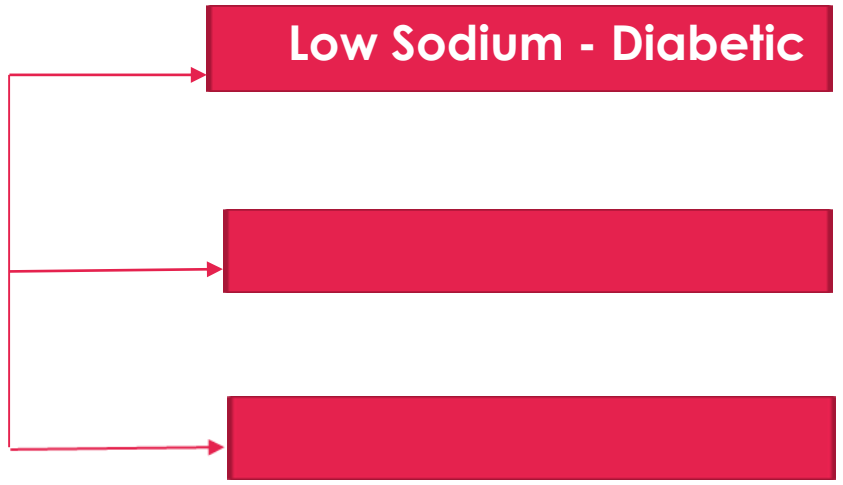
VOCABULARY EXPANSION APPROACHES

Paradigmatic
(re-cap Concept Map)



DSE paper – War on Food

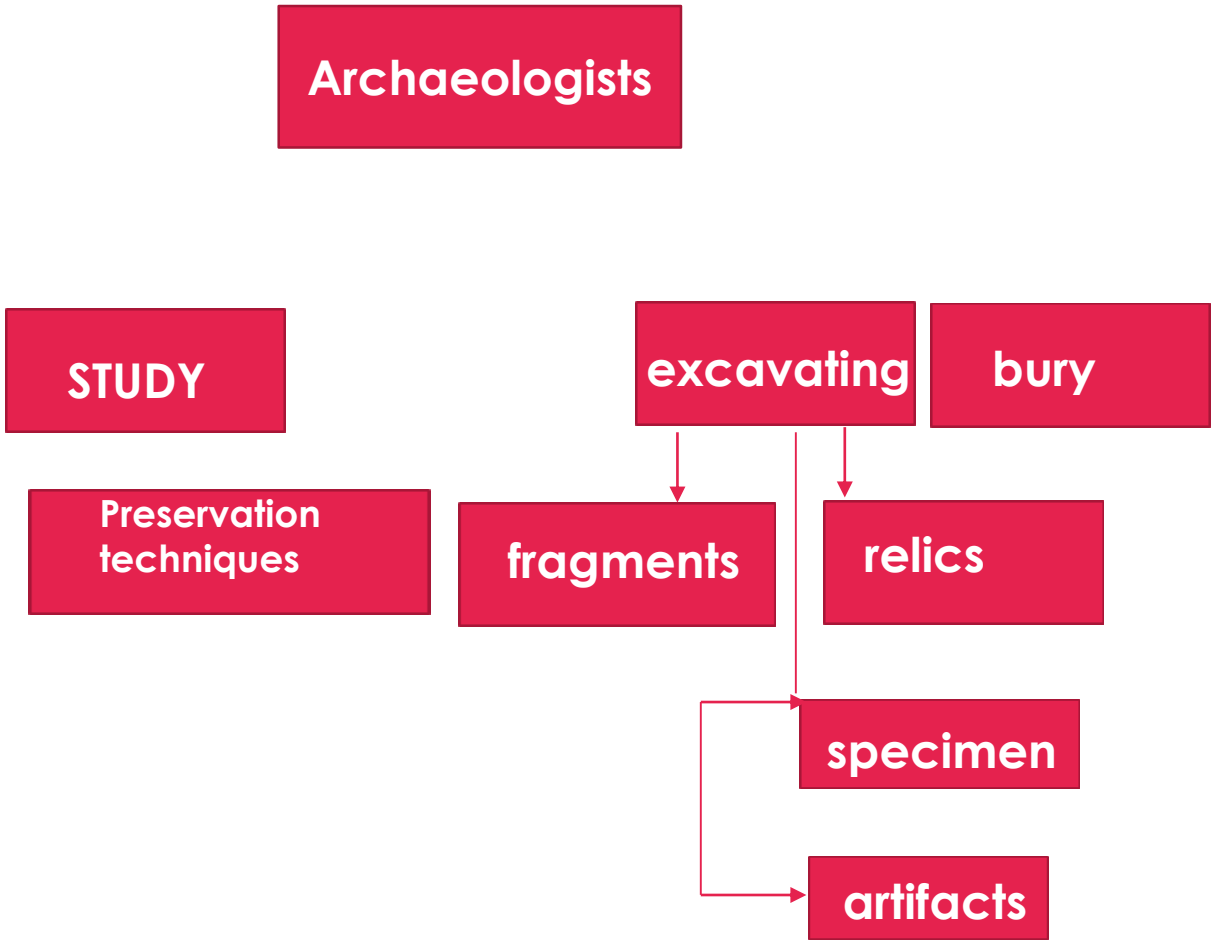
What other subject can these be related to?



Hints: The 3 highs are high blood pressure, high cholesterol and high blood sugars (diabetes).

VOCABULARY EXPANSION APPROACHES

Paradigmatic



Syntagmatic

Adjective phrase (Noun Phrases)	Action verbs	Objects	
In a narrow trench on the north side of Pit 1	excavating	relics	
	digging	Fragments	
In the early days of the Xian excavations	unearth	specimen	
	uncover	artifacts	

Teachers can introduce target language structures (complex sentences)

Can you fill in the last row?

	Syntagmatic axis							
Paradigmatic axis	All the while	the emperor	prepared for	the afterlife	commanding	the construction of	the burial complex	that covers 35 square miles
	Meanwhile	the monarch	planned for	the eternity	directing	the building of	the tomb	that encompasses 80 acres
	Simultaneously	the king	geared up for	Heaven	overseeing	the crafting of	the resting place	that occupies 200 hectares

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	Meanwhile	the monarch	planned for	the eternity	directing	the building of	the tomb	that encompasses 80 acres
	Simultaneously	the king	geared up for	Heaven	overseeing	the crafting of	the resting place	that occupies 200 hectares
	At the same time	the ruler	set for	spirit world	leading	the development of	the crypt	that engulfs 10,000 square feet

Classroom applications

With weaker students: break down a sentence in a syntagmatic and paradigmatic manner separately

Paradigmatic

- Emperor
- Reign
- Throne
- Crown
- Heir

Syntagmatic

Nouns	Action verbs	Objects
The emperor	prepared for	the afterlife

The key idea is to help students increase their **vocabulary** and **grammar (e.g. sentence structure)** knowledge step by step.

Classroom Applications

With stronger students:

- Split students into groups
- Give them the same sentence, ask them to parse it in their own way and complete the blank table above
- Compare answers between groups

This is to show students (1) how vocabulary and grammar can be expanded in a syntagmatic and paradigmatic way (e.g. pay attention to collocations as well), and (2) the creativity of language – how they should be encouraged to play with language (sentence parsing) to generate sentences in their own way

	Syntagmatic axis						
Paradigmatic axis							

Chapter 1: What is Academic English?
a) Academic English vs Everyday English
b) General Features of Academic English

Chapter 2: Academic Vocabulary
a) Academic Vocabulary vs General Vocabulary
b) Subject-specific Words and Technical Terms
c) Word Formation

Chapter 3: Useful Sentence Structures and Language for Academic Writing
a) Passive Construction
b) Hedging Language
c) Noun Phrases and Clauses
d) Adjective Phrases and Clauses

Chapter 4: Paraphrasing, Summarising and Quoting
a) Paraphrasing
b) Summarising
c) Quoting

Chapter 5: Paragraph Structure
a) A Five-paragraph Essay
b) Paragraph Purposes
c) Topic Sentences
d) Supporting Details
e) Concluding Sentences
f) Paragraph Cohesion

Chapter 6: Common Academic Text Structures
a) Cause and Effect
b) Comparison and Contrast
c) Procedure/Sequence
d) Problem and Solution

III. ACADEMIC GRAMMAR

Resource Pack, Table of Contents

III. ACADEMIC GRAMMAR – USING NOUN PHRASES

The use of **noun phrases** is common in the academic use of English to help present information and ideas in a **formal**, **objective**, **precise** and **technical** manner.

NOMINALIZATION

Nominalization is a word formation process in which nouns are created or derived from words of other parts of speech, for instance verbs and adjectives.

- **generating nouns** in the English language
  - e.g. **-ing can be added to a verb** which can then become a noun (aka **gerund**): "seeing is believing", "blowing bubbles is what children usually like", "Susie tactfully avoided driving off the beach".
- **attaching suffixes** such as *-ism*, *-ness* and *-ity* **to an adjective** can transform the adjective itself into a noun.
  - e.g. "The rapid growth of imperialism raises public awareness and increases the probability of a nuclear war".
- **placing a definite article** (i.e., "the") **in front of an adjective forming noun phrases**
  - e.g. the deaf, the injured, the poor, the unemployed, etc.
- **converting verbs or adjectives into nouns** without the need for changing the word form or adding extra lexical elements.

Unit 1 Nominalization in Academic Writing, Academic Grammar Moodle for CAES1000 Core University English (a General English for Academic Purposes Course), The University of Hong Kong.

Academic Grammar – Nominalization

Activity 3a: Change the underlined parts into nouns

e.g. The University of Hong Kong is celebrating its 111th anniversary.

The celebration *marks the 111th anniversary of The University of Hong Kong.*

1. The University of Hong Kong is **located** in the southern district of Hong Kong Island.

- The **location** of The University of Hong Kong is in the southern district of Hong Kong Island.

Activity 3a:
Change the underlined parts into nouns (Answers)

2. The university has made a difficult decision to **eliminate** certain positions.

- The **elimination** of certain positions was a difficult decision made by the university.

3. Students are expected to **revise** their academic essays a few times before submission.

- Students are expected to make several times of **revisions** to their academic essays before submission.

How is this useful to your students?

Academic Grammar – Noun Phrases

Noun phrases consist of four components:

The **determiners**, **pre-modifiers** and **post-modifiers** add extra information to the **head noun**.

Challenge:

*Which group can make a longer sentence all ending with… "**the University of Hong Kong is one of the highest-ranking universities in South East Asia.**"*

(Location)	(History)	(Student Population)	(Research)

More dense and informative sentences are produced

- *Located in the southern district of Hong Kong Island, the University of Hong Kong is one of the highest-ranking universities in Asia.*
- *Celebrating its 111th anniversary recently, the University of Hong Kong is one ……..*
- *With a student population of over 30,000 students from 25 countries speaking a variety of languages, ……*
- *Hosting academically gifted students from not only Asia, but the entire world with diverse backgrounds and more than thirteen different languages……*

Post-activity Discussion:

1. **Can you think of an example more familiar to your students?**
2. **How are these more dense sentences formed?**

See Academic Use of English, Resource Pack, Chapter 3 Useful sentence structure and language 3c & 3d for more examples

IV. CREATING AN ACADEMIC TONE AND STYLE

We use hedging to:

- be intentionally noncommittal or ambiguous
- avoid answering a question
- show that there is uncertainty
- entertain different degrees of probability

Why do we use hedging?

- It reduces the risk of opposition and avoids personal accountability for statements.
- It shows writers don’t have the final word on the subject. Making stronger statements may require more reliable data or evidence.
- It is a strategy to offset the impression of being a know-it-all or arrogant. Only if your claim is widely accepted can you present it without hedging.
- It has become conventionalised and forms part of academic writing style.

*Our results **seem to** suggest that COVID19 infections **tend to** increase during periods of milder temperatures.*

Hedging helps distinguish between facts and claims and is critical in academic discourse.

Activity 4a: Hedging

Try brainstorming words along the scale and decide where the hedging words are found.

Quantity	Frequency	Certainty
A lot	*Always*	*Must*
None	*Never*	*Highly unlikely*

Can we do a similar activity with our students?

How?

Catering for learner diversity

LANGUAGE USED IN HEDGING

	More examples
Introductory verbs	*seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest*
Certain modal verbs	*will, must, would, may, might, could*
Adverbs	*perhaps, possibly, probably, likely, apparently*
Adverbs of frequency or quantity	*often, sometimes, usually, generally, approximately, somewhat*
Modal adverbs	*certainly, definitely, clearly, probably, possibly, perhaps, conceivably,*
Modal adjectives	*certain, definite, clear, probable, possible*
Modal nouns	*assumption, possibility, probability*
***That* clauses**	*It could be the case that…; There is every hope that…; the case can be argued that…; in the event that…*

LET'S TRY THIS TOGETHER

What do you think about this paragraph?

If cigarette smoking continues at the current rate among youth in this country, 5.6 million of today's Americans younger than 18 will die early from a smoking-related illness.

(https://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm)

Activity 4b: Writing Practice

Now your turn, rewrite the following paragraph with the use of hedging language.

There are different reasons for teenagers to take up smoking. Some teenagers see smoking as a way of rebelling and showing independence. The developmental changes in adolescents fuel their urge to imitate adult behaviour, one of which is to make their own decisions. Coupled with the urge to rebel against authority, adolescents will start smoking. Boredom also causes teenagers to smoke. Although teenagers know the harm caused by smoking, they continue to smoke simply because they have become addicted to nicotine.

Source: Chapter 3 Useful Sentence Structures and Language for Academic Writing, Resource Pack on Academic Use of English, English Language Education Section, Curriculum Development Institute, Education Bureau HKSAR (2022)

ACTIVITY 4B: WRITING PRACTICE (VERSION WITH A SOFTER TONE)

Surveys conducted by some non-government organisations suggest that there are different possible reasons for teenagers to take up smoking. Some teenagers may see smoking as a way of rebelling and showing independence. The developmental changes in adolescents are very likely to fuel their urge to imitate adult behaviour, one of which is to make their own decisions. Coupled with the urge to rebel against authority, adolescents are prone to smoke. Boredom is likely to be another reason for youth smoking. It is believed that although most of the teenagers interviewed know the harm caused by smoking, they may continue to smoke because of possible nicotine addiction.

Notes: With the use of the verb "suggest", adjectives "possible", "likely" and "prone to", modal verb "may" and the passive voice "it is believed", the tone of the paragraph is softened to avoid over-generalisation.

V. Academic Linguistic Features in Reading

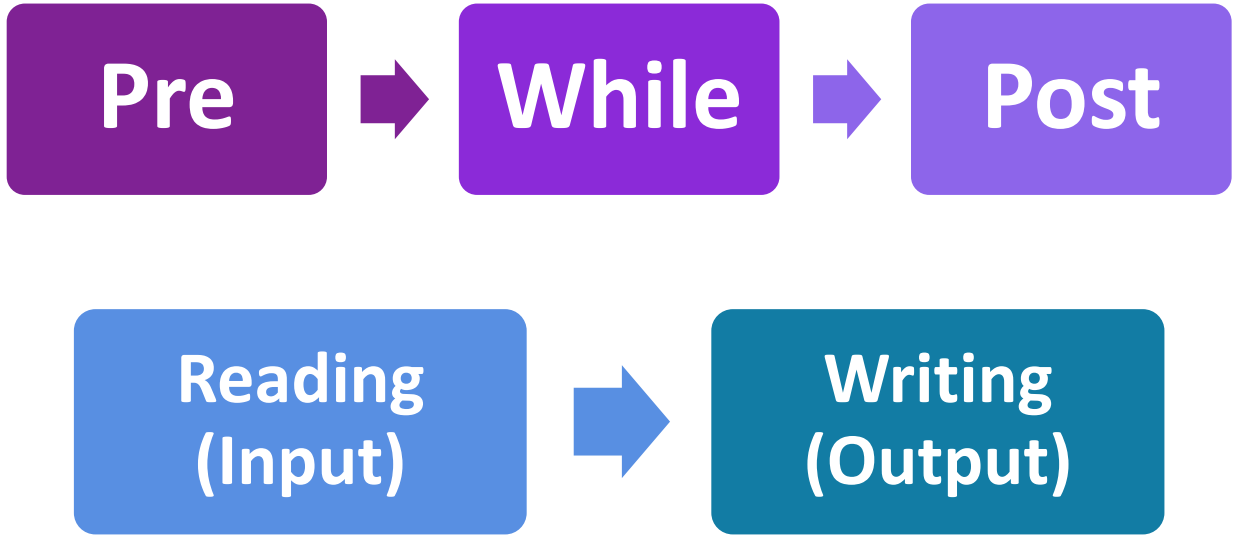
1. Complex sentence
2. Reporting verbs
3. Hedging
4. Impersonal sentences
5. Complex noun phrases (nominalisation)
6. Cohesive features:

- Lexical chains
- General nouns lexical sets
- Referencing
- Linking and signposts

Source: Johns Ann M.'s framework

Whole-Text Analysis	Function	Examples
1. Complex Sentence Structure subordinate clauses cannot stand on its own (e.g. noun, participle and adverbial clauses) main clauses can be independent	To show and sequentially order the relationships between ideas	As a result of the higher social status,
2. Reporting verbs / reporting structures The findings conclude [that + svo] (Note the noun clauses after the verb) As Kubo (2005) argues…. According to Smyth (2012)….	To refer to/comment on sources	*President Woodrow Wilson **claimed** in 1917 that…*
3. Hedging Modals: may, might, could Adverbs: probably, possibly, Quantifiers: some, a few Verbs: tend to…/seem to…/appear to… Others: likely to / a tendency for [something] to…	To withhold the writer's full commitment to an idea/claim or be less definitive with quantity	***Some** of the causes* ***…could** provide them with raw materials*
4. Impersonal sentences This is supported by a recent report (Hidden subject) It is often believed that…	To create a sentence without a determinate subject (also to avoid pronouns, e.g. I, you, he, we, they)	**It is widely believed** that some territories were also divided among the winning powers….
5. Complex noun phrases In comparison with *current academic thought and research*, we can draw a conclusion that mental health issues….	To pack more ideas in a compact way	Owing to the fierce arms race and the adversarial nature of the two alliances formed, …was further intensified
6.Cohesive features Lexical chains: a) cost of…/ fees / tuition / b) young people/teenagers/ adolescence General nouns lexical sets: investment, fees, purchasing power, money laundering (all $$$) Referencing (pronouns): it, they, these, those Linkers and signposts: However, to begin with…	To tie together ideas/claims so that the reader understands the logical flow of the text	***Synonyms*** *countries / territory / nations* ***Nouns/lexical sets*** *synonyms: impacts- backwash, result; tension - conflicts* *lexical sets: war- soldiers, fighting, casualties, arms* ***Referencing*** *their contributions = women* *Given its unprecedented scale = WWI* ***Linkers and signposts*** *In addition / therefore / as a result*

Teaching reading vs. Testing reading



HKDSE 2017 English Language Paper 1 Part B2

How can we employ this reading text for academic reading?

Bringing them all together in Academic Reading & Writing

VI. Academic Linguistic Features Writing

Chapter 1: What is Academic English?

a) Academic English vs Everyday English
b) General Features of Academic English

Chapter 2: Academic Vocabulary

a) Academic Vocabulary vs General Vocabulary
b) Subject-specific Words and Technical Terms
c) Word Formation

Chapter 3: Useful Sentence Structures and Language for Academic Writing

a) Passive Construction
b) Hedging Language
c) Noun Phrases and Clauses
d) Adjective Phrases and Clauses

Chapter 4: Paraphrasing, Summarising and Quoting

a) Paraphrasing
b) Summarising
c) Quoting

Chapter 5: Paragraph Structure

a) A Five-paragraph Essay
b) Paragraph Purposes
c) Topic Sentences
d) Supporting Details
e) Concluding Sentences
f) Paragraph Cohesion

Chapter 6: Common Academic Text Structures

a) Cause and Effect
b) Comparison and Contrast
c) Procedure/Sequence
d) Problem and Solution

Activity 6: Connecting Academic Writing Features Across Subjects

Examine the given HKDSE 2021 History essay script and HKDSE 2021 Writing Paper. Identify how academic writing features can be used.

HKDSE – History 2021 Paper 2

Question 7: Select one of the following years, and explain why it could be regarded as a turning point in the 20th century

(a) 1929

(b) 1945

(c) 1911

APPENDIX A

HKDSE – HISTORY 2021 PAPER 2 - LEVEL 5 EXEMPLAR AND COMMENTS

(HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY, 2021)

7. The year of 1945 is indeed the turning point of the 20th century world history in terms of political, social and economic aspects.

In terms of political aspect, the word power changed from European powers to 2 superpowers. Before 1945, the world leaders were European nations including Great Britain, France and Germany. European nations enjoyed supremacy and prestige in status. They had the greatest influence in the world. For example, the League of Nations set up in 1920 was dominated by European nations like Britain and France. They had the bargaining power to pass bills, whereas countries which did not join the League could not influence the decision-making such as the US. However, after 1945, the end of WWII, European countries lost their supremacy due to the huge casualty and economic recession caused by the WWII. Economies of European countries were devastated and they relied on the financial assistance from the US and USSR after 1945. For example, Britain suffered a lot and she even faced food shortage. Many western European powers recovered from war by the dependence on US's Marshall Plan in 1947. It was indicated that national strength of European

Stance

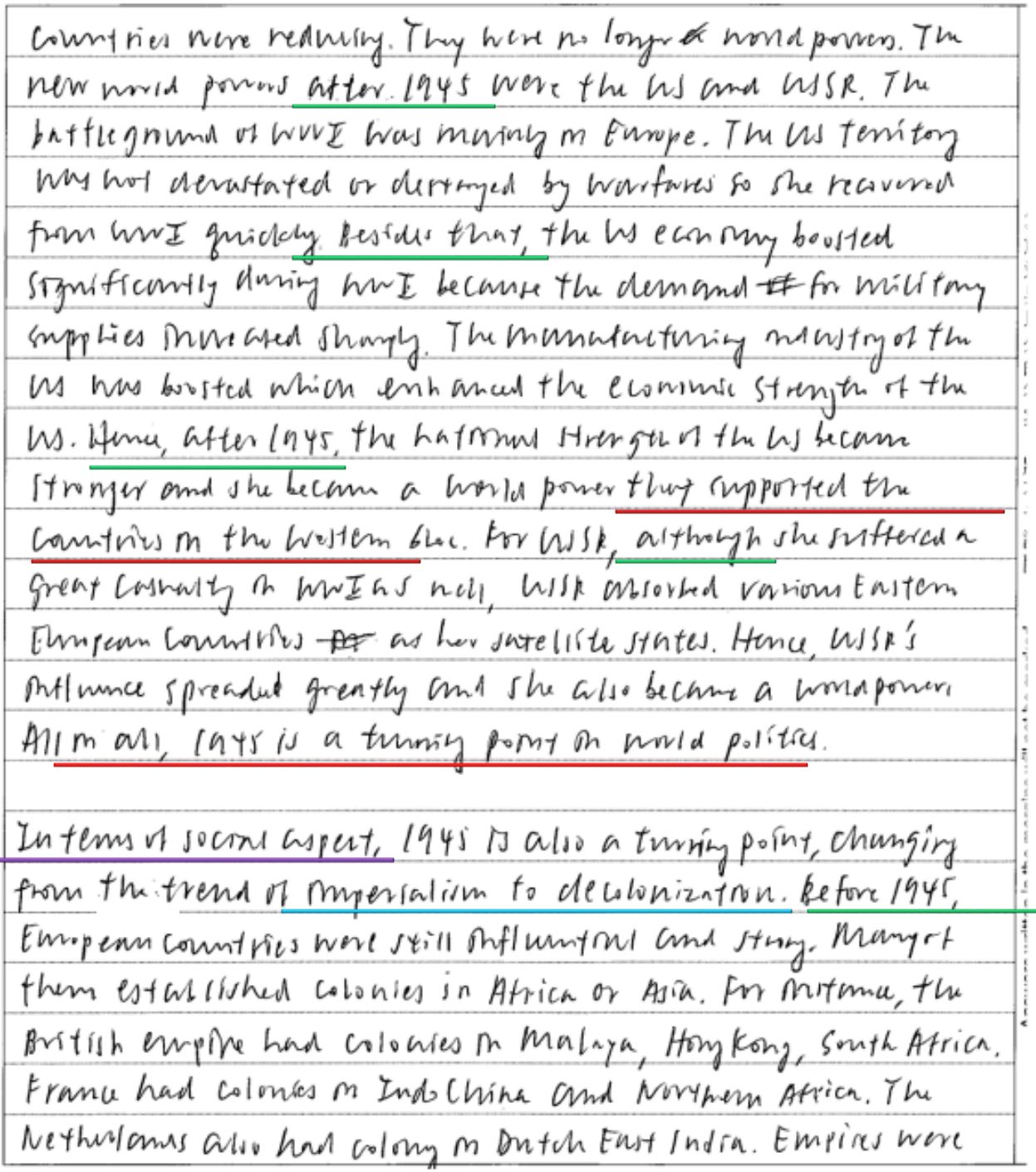
Organization

Compare and contrast
e.g. before 1945/ whereas/ however/ after 1945

Conciseness (using noun phrases / nominalization)
e.g. supremacy/ prestige

Past participle phrase
e.g. set up in 1920/ caused by the WWII

Impersonal writing
e.g. it was indicated that…



countries were reducing. They were no longer world powers. The new world powers after 1945 were the US and USSR. The battleground of WWII was mainly in Europe. The US territory was not devastated or destroyed by warfares so she recovered from WWII quickly. Besides that, the US economy boosted significantly during WWII because the demand ~~of~~ for military supplies increased sharply. The manufacturing industry of the US was boosted which enhanced the economic strength of the US. Hence, after 1945, the national strength of the US became stronger and she became a world power that supported the countries in the western bloc. For USSR, although she suffered a great casualty in WWII as well, USSR absorbed various Eastern European countries ~~as~~ as her satellite states. Hence, USSR's influence spreaded greatly and she also became a world power. All in all, 1945 is a turning point in world politics.

In terms of social aspect, 1945 is also a turning point, changing from the trend of imperialism to decolonization. Before 1945, European countries were still influential and strong. Many of them established colonies in Africa or Asia. For instance, the British empire had colonies in Malaya, Hongkong, South Africa. France had colonies in Indo-China and Northern Africa. The Netherlands also had colony in Dutch East India. Empires were

Compare and contrast
e.g. Before 1945/ after 1945/ besides that/ although

Relative clause
e.g. that supported the countries in the Western…

Stance

Organization

Conciseness (using noun phrases / nominalization)
e.g. imperialism/ decolonization

strong and Imperialism was prevalent before 1945. Yet, many colonies in Asia were occupied by Japanese and empires failed to protect them. European nations also suffered a lot from war after 1945 and was incapable to continue administration in colonies. Also, after 1945, nationalism in colonies started to rise. According to the principle of self-determination, colonies declared independence and became various new and independent states in the world. For example, in Southeast Asia, Malaysia, Vietnam, Indonesia all became independent. Decolonization was the trend after 1945.

In terms of political aspect, nations started war due to nationalism before 1945 while conflicts broke out due to ideological differences after 1945. Before 1945, the two world wars broke out mainly due to nationalism. In WWI, due to the conflict between Pan-Germanism and Pan-Slavism, and French revanchism, countries declared war to fight for national glory. For example, Serbian student assassinated Archduke Ferdinand due to Pan-Slavism nationalism in 1914. The Sarajevo Assassination later triggered WWI. In WWII, Germany started foreign expansion and invaded countries like Poland, Czechoslovakia and later France in 1938, 1939, 1940. World war II in Europe started. because of

Compare and contrast
e.g. Yet/ Before 1945/ after 1945/ while

Conciseness (using complex noun phrases)
e.g. principle of self-determination

Organization

extreme nationalism and revengeful feelings of the German people, wars would break out. Before 1945, conflicts were caused mainly due to nationalism. However, after 1945, ideological differences caused the conflicts. The world was splited into 2 camps, capitalist and communist blocs. The capitalist bloc led by the US preferred individual freedom, market economy and democracy, whereas the communist bloc led by the USSR preferred collectivism, totalitarianism and central planning. Due to the ideological differences, the two camps were hostile against one another. Conflicts such as Korean War in 1950-1953, Vietnam War in 1911-1975 were all because of the rivalry between capitalist and communist blocs. Even North Korea and South Korea, North Vietnam and South Vietnam were of the same nation, they fought due to ideological differences. Hence, 1945 was a turning point when ~~but~~ nations fought for national interest and ideological then difference.

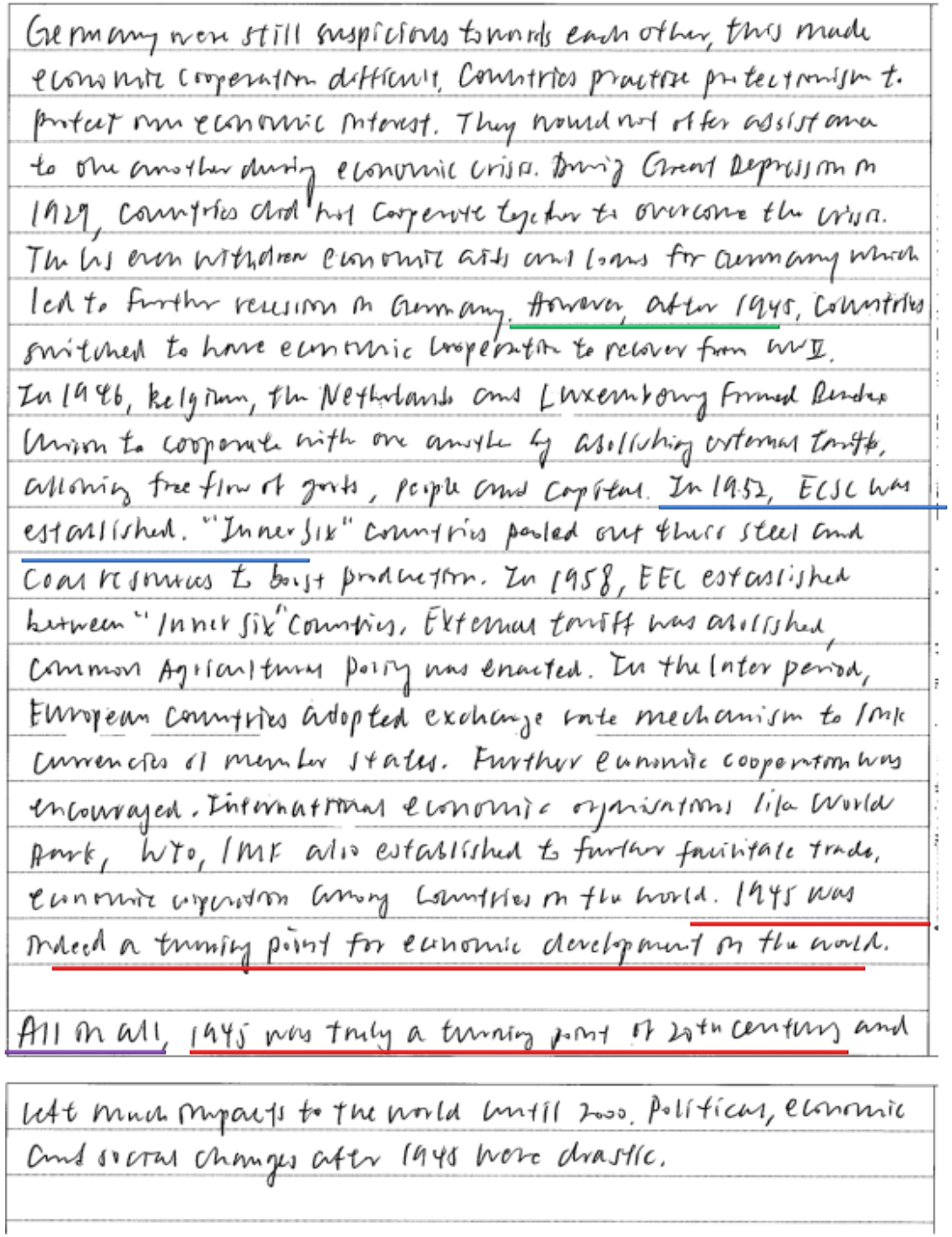
In terms of economic aspect, 1945 was also a turning point. Countries turned from protectionism to economic cooperation. Before 1945, countries adopted protectionism and imposed tariff on imported goods. Since the relationship between countries was still intense before 1945 due to the legacy of WWI, like France and

Compare and contrast
e.g. before 1945/ however/ after 1945/ whereas

Conciseness (using noun phrases / nominalization)
e.g. of the rivalry between capitalists and communist…

Stance

Organization



Germany were still suspicious towards each other, this made economic cooperation difficult, Countries practise protectionism to protect own economic interest. They would not offer assistance to one another during economic crisis. During Great Depression in 1929, countries did not cooperate together to overcome the crisis. The US even withdrew economic aids and loans for Germany which led to further recession in Germany. However, after 1945, Countries switched to have economic cooperation to recover from WWII. In 1946, Belgium, the Netherlands and Luxembourg Formed Benelux Union to cooperate with one another by abolishing external tariffs, allowing free flow of goods, people and capital. In 1952, ECSC was established. "Inner Six" countries pooled out their steel and coal resources to boost production. In 1958, EEC established between "Inner Six" Countries. External tariff was abolished, Common Agricultural Policy was enacted. In the later period, European countries adopted exchange rate mechanism to link currencies of member states. Further economic cooperation was encouraged. International economic organisations like World Bank, WTO, IMF also established to further facilitate trade, economic cooperation among countries in the world. 1945 was indeed a turning point for economic development in the world.

All in all, 1945 was truly a turning point of 20th century and left much impacts to the world until 2000. Political, economic and social changes after 1945 were drastic.

Compare and contrast
e.g. however/ after 1945/ whereas

Impersonal writing
e.g. ESCS was established (as opposed to "X established ESCS")

Stance

Organization

Stance

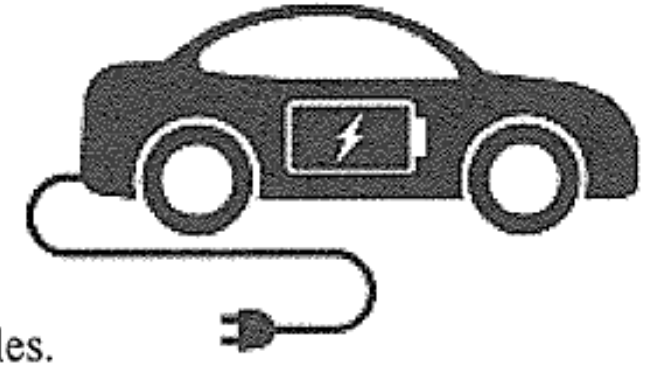
EXPLICIT TEACHING OF ACADEMIC WRITING STRATEGIES – AN EXAMPLE

Which academic language features can students apply when writing on the following topic?

Although studies show electric cars are more environmentally friendly than petrol cars, less than 3% of all vehicles sold in 2020 worldwide were electric.

Write a letter to the editor of *Hong Kong Post*.

- Discuss why sales of electric vehicles are so low.
- Suggest what can be done to attract more people to drive these vehicles.



(2021 HKDSE Writing Paper: Part B Q2)

Analysing and Approaching the Question with Academic Text Types and Writing Purposes in Mind

What language items can be used to achieve these rhetorical functions?

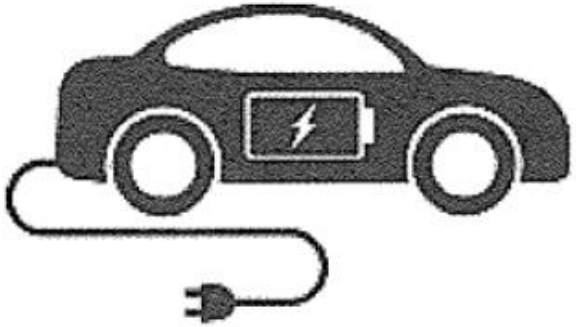
Discuss why sales of electric vehicles are so low

- To provide reasons for the unpopularity of electric cars
  - ➡To discuss the disadvantages of electric cars
  - ➡To compare and contrast electric cars and petrol cars

What organising structure can be used in this text? Block? Chain?

Suggest what can be done to attract more people to drive electric vehicles

- To provide solutions to the problem (i.e. low sales of electric cars)
- To persuade people to drive electric cars



The passive voice
- **to focus on the drivers' views**

Academic vocabulary
- **to give one's views on something**

Discuss why sales of electric vehicles are so low

When drivers are asked why they prefer petrol cars to electric cars, most of them will express without a second thought that the need to charge is the ultimate reason. While drivers of petrol cars can simply fuel their vehicles in any petrol filling station when necessary, accurate estimation and advance planning on the time and locations of charging is required for drivers of electric cars to avoid interruptions to their journeys. To ensure sufficient power of the battery, it may be necessary for drivers of electric cars to plug their vehicles in whenever they are parked.

Nominalisation
- **to condense information**

Complex sentences
- **adverbial phrase to modify the manner of "express"**

Hedging words (modal verbs)
- **a softer tone**
- **less forceful**

Complex sentences
- **subordinating conjunction to indicate time**

Hedging words (modal verbs)
- a softer tone
- less forceful

Cohesive devices
- signposting words to give examples

Academic vocabulary
- specific terms

Hedging words (adverbs)
- to be cautious

Cohesive devices
- signposting words to present another idea

Suggest what can be done to attract more people to drive electric vehicles

Incentives may come in many forms and tax concessions are probably the most common one. A case in point is the entitlement to the first registration tax concessions for owners of electric vehicles in Hong Kong. To encourage the purchase of electric cars, more tax benefits can be provided by increasing tax remission. In addition, toll rates of tunnels can be reduced or even waived for drivers of electric vehicles.

Nominalisation
- to condense information
- to discuss an abstract concept

The passive voice
- to focus on the actions

VII. WRAP UP & CONSOLIDATION

Promoting the Academic Use of English through Reading across the Curriculum (RaC) and Language across the Curriculum (LaC)

Teachers of all Key Learning Areas (KLAs) have a role to play in supporting students to understand and produce academic English. As English Language teachers, we can support students by interpreting English as a tool to:

- heighten students' awareness of language features while reading texts of broad topics, themes and concepts that students will come across in the study of other subjects; and
- teach the commonly seen genres, text types, language knowledge and skills (e.g. grammatical structures, vocabulary) among academic texts that students will need in order to learn and express themselves effectively.

Activity 7: Discussion

How do you or your school promote the Academic Use of English through Reading across the Curriculum (RaC) and Language across the Curriculum (LaC)?

SUMMARY

Everyday language vs. Academic language

Features of academic text

Academic vocabulary:

- Academic Word List
- Word formation
- Vocabulary expansion approaches

Academic grammar:

- Noun phrases
- Hedging

Academic reading + academic writing