

English for Academic Writing is intended to give basic essential guidelines of English for academic writing to upper-intermediate and advanced students of English, particularly students at the graduate level in English, Linguistics, and other related fields. The book is mainly designed to serve as a handbook for students who would like to improve English academic writing skills on their own. Also, teachers of academic writing may take some relevant units to be part of their materials for a course in English for academic writing.

The book contains seven units. Each unit is designed to be a self-contained tutorial on a particular topic in academic writing; it includes detailed explanations as well as many examples from various authentic sources to illustrate each topic of discussion. Moreover, since writing and reading are integrated skills, the explanations of each main topic in all units are accompanied by reading and writing exercises. The purposes of reading exercises are to give more examples of academic texts to students and to allow them to analyze the examples based on what they have learned in each unit. As for writing exercises, the students will practice writing different forms of academic work to improve their writing skills. Students can look for more practice exercises in the list of suggested readings and supplementary exercises at the end of every unit. In addition, at the end of the book, other study aids are provided, including a glossary which gives the definitions and examples of the technical terms mentioned in all units and the answer key which gives some possible answers to the questions in the exercises in all the units.



จัดพิมพ์โดย

สำนักพิมพ์จุฬาลงกรณ์มหาวิทยาลัย

ถนนพญาไท เขตปทุมวัน กรุงเทพฯ 10330

โทร. 0-2218-3269-70

โทรสาร 0-2218-3547

e-mail: cupress@chula.ac.th

www.cupress.chula.ac.th

สรรคุณคำวิชาการ ผู้สังคัม

Knowledge to All



กระบวนการผลิตหนังสือเล่มนี้ช่วยลดโลกร้อน
ด้วยการชดเชยปริมาณการปล่อยก๊าซเรือนกระจก 100%

0.75 kg.CO₂eq/เล่ม



cupress.chula.ac.th

English for Academic Writing

ISBN 978-974-03-4022-5



9 789740 340225

C322

1212210 340.00 บาท

Chulalongkorn
University
press

English for Academic Writing

Napasri Timyam

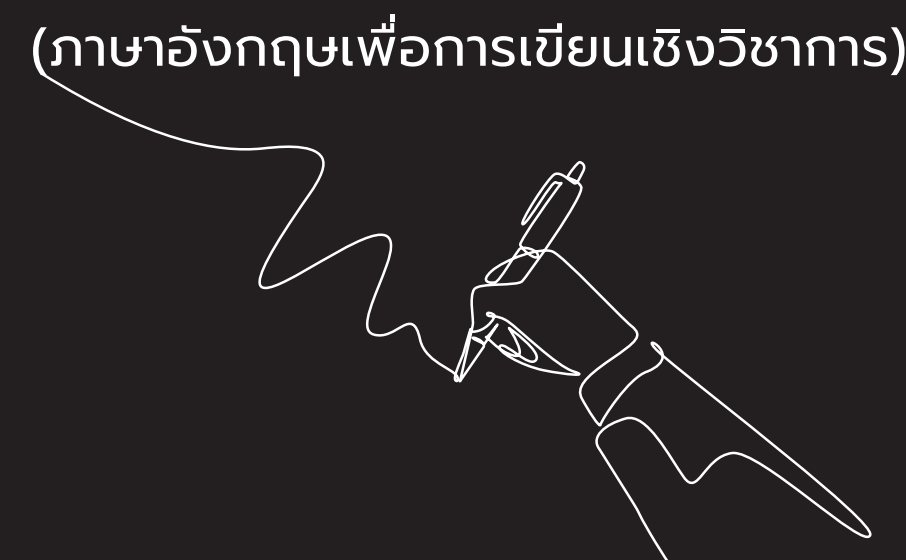
สพจ.
2482



English

for Academic Writing


(ภาษาอังกฤษเพื่อการเขียนเชิงวิชาการ)



Napasri Timyam

English for Academic Writing

(ภาษาอังกฤษเพื่อการเขียนเชิงวิชาการ)



English for Academic Writing

(ภาษาอังกฤษเพื่อการเขียนเชิงวิชาการ)

Assoc. Prof. Napasri Timyam



2564

340.-

Timyam, Napasri

English for Academic Writing / Napasri Timyam

1. Academic Writing. 2. English Language -- Writing.

808.042

ISBN 978-974-03-4022-5

CUP 2482



CUPRESS

Knowledge to All

www.cupress.chula.ac.th

Copyright © 2021, by the Chulalongkorn University Press

First Printing 2021 800 Copies

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying recording, or otherwise, without prior written permission of the publisher.

Distributed by Chulalongkorn University Book Center

Phayathai Road, Pathumwan, Bangkok 10330, Thailand

Branch Sala Prakiew Tel. 0-2218-7000-3 Fax. 0-2255-4441

Siam Square Tel. 0-2218-9881-2 Fax. 0-2254-9495

Naresuan University (Phitsanulok) Tel. 0-5526-0162-4 Fax. 0-5526-0165

Suranaree University (Nakhonratchasima) Tel. 0-4421-6131-4 Fax. 0-4421-6135

Burapha University (Chonburi) Tel. 0-3839-4855-9 Fax. 0-3839-3239

Chulachomklao Royal Military Academy (Nakhon-Nayok) Tel. 0-3739-3023 Fax. 0-3739-3023

University of Phayao Tel. 0-5446-6799-800 Fax. 0-5446-6798

Chamchuri Square (4th Floor) Tel. 0-2160-5300-1 Fax. 0-2160-5304

Huamark Tel. 0-2374-1378 Fax. 0-2374-1377

Rajamangala University of Technology Isan Tel. 0-4423-0000 Fax. 0-4423-3052

Call Center Tel. 0-2255-4433 <http://chulabook.com> and Networks

Wholesale Huamark (Intersection Huamark) Tel. 0-2374-1374-5 Fax. 0-2374-1377

Editorial Department: Chosita Watcharothai

Artwork: Rangsinad Sooksmai

Cover: Chulalongkorn University Press

Printed by: Chulalongkorn University Press Tel. 0-2218-3549-50 Fax. 0-2218-3551

Preface

This book is intended to give basic essential guidelines of English for academic writing to upper-intermediate and advanced students of English, particularly English-major students at the graduate level. Students who will likely benefit from this book should have upper-intermediate or advanced level English knowledge and skills, and are ready to study and practice a challenging genre of written English, i.e., academic writing. The book is mainly designed to serve as a self-contained handbook for students who would like to improve English academic writing skills on their own. Also, teachers of academic writing may take some relevant units to be part of their materials for a course in English for academic writing.

The book contains seven units. Unit 1 is an introduction which provides a list of general characteristics of academic writing. Unit 2 is a reminder of how to write a good paragraph: it deals with the strategies of writing paragraphs, which are regarded as the building blocks of all forms of academic writing. Units 3 and 4 involve a larger piece of academic writing, i.e., an essay; these two units explain in detail the components of an essay and the techniques of establishing the connections of ideas in writing. Units 5 and 6 are concerned with patterns of organization in academic writing. Both units describe the characteristic features of important patterns of essay writing regarding the content, organization of ideas, and language use. Finally, in Unit 7, students will learn about writing a research paper. This unit explains each section of a research paper, in terms of general contents and language use.

Since the target readers are English students at a higher level, this book provides explanations in depth and also examples from authentic sources (such as research papers and academic websites) to illustrate each main topic of discussion. Moreover, because writing and reading are integrated skills, the explanations of each main topic in all units are accompanied by reading and writing exercises. The purposes of reading exercises are to give more examples of academic texts to students and to allow them to analyze the examples based on what they have learned in each unit. As for writing exercises, the students will practice writing different forms of academic work to improve their writing skills. In addition, students can look for more practice exercises in the list of suggested readings and supplementary exercises which are provided at the end of every unit.

The motivation behind this book is to design and produce a book that is helpful for students in English, Linguistics, and other related fields to learn and develop their English writing skills. As a teacher and thesis adviser of major students in English and Linguistics for many years, I have realized that one of the main obstacles of students to producing a written assignment is a lack of knowledge of the structure, organization, and linguistic features of different kinds of academic work. This book was designed and written based on my experiences as a teacher and researcher in English and Linguistics, as well as interviews with my students about their problems in academic writing and their needs to overcome the problems. It is hoped that the book will be beneficial to

English students and the readers who are interested to improve their skills in English for academic writing.

At last, I would like to thank Mr. Peter Bint for proofreading the book and giving me many useful suggestions and comments on both the language and contents. I am grateful to Assoc. Prof. Bhikul Punyaratabandhu, who provided me with a lot of valuable guidance and encouragement to improve this book. I also would like to express my gratitude to the Department of Foreign Languages for the financial support of the book.

Napasri Timyam, Ph.D.
Associate Professor
Department of Linguistics
Faculty of Humanities
Kasetsart University

Contents

Preface	i
Unit 1	1
The Nature of Academic Writing	
1. Distinguishing Academic Writing from Personal Writing	2
2. Grammatical Features of Academic Writing	6
2.1 A Variety of Sentence and Phrase Structures	6
2.2 The Passive Voice	8
2.3 Nominalizations	9
2.4 Syntactic Structures in an Impersonal Style	10
2.5 The Limited Use of Direct Questions	10
3. Lexical Features of Academic Writing	12
3.1 A Variety of Word Choices	13
3.2 Precise and Accurate Words	14
3.3 Concise Words	15
3.4 Complex and Technical Vocabulary	16
3.5 Single-Word Verbs	18
3.6 Formal Conjunctions	19
3.7 Hedging Language	20
3.8 The Lack of Contractions	22
3.9 The Lack of Colloquialisms Including Idioms and Slang	23
3.10 The Avoidance of First and Second Person Pronoun References	24
3.11 The Avoidance of Biased Language	25
Unit Tasks	29
Suggested Readings and Supplementary Exercises	32
Unit 2	33
The Basics of Paragraph Writing	
1. The Topic Sentence	36
1.1 Writing a Good Topic Sentence	37
1.2 A Topic Sentence and a Main Idea	38
1.3 The Location of a Topic Sentence	40
2. The Supporting Sentences	49
3. The Concluding Sentence	57
Unit Tasks	62
Suggested Readings and Supplementary Exercises	64

Unit 3	65
Writing an Essay: Structure and Outline	
1. The Introductory Paragraph	67
2. The Body Paragraphs	77
3. The Concluding Paragraph	85
4. Making an Outline of an Essay	90
Unit Tasks	99
Suggested Readings and Supplementary Exercises	103
 Unit 4	 105
Unity and Coherence in Essay Writing	
1. Unity of Ideas	106
2. Coherence of Ideas	115
2.1 Transition Signals	115
2.2 Pronoun References	123
2.3 The Repetition of Key Terms	128
2.4 Parallel Sentence Structures	132
2.5 The Logical Organization of Ideas	135
Unit Tasks	139
Suggested Readings and Supplementary Exercises	142
 Unit 5	 143
Patterns of Organization in Essay Writing: Process, Extended Definition, and Argumentative Essays	
1. The Process Pattern	144
1.1 The Content and Organization of the Process Pattern	144
1.2 Expressions and Structures in the Process Pattern	149
2. The Extended Definition Pattern	154
2.1 The Content and Organization of the Extended Definition Pattern	155
2.2 Expressions and Structures in the Extended Definition Pattern	159
3. The Argumentative Pattern	165
3.1 The Content and Organization of the Argumentative Pattern	165
3.2 Expressions and Structures in the Argumentative Pattern	171
Unit Tasks	178
Suggested Readings and Supplementary Exercises	179
 Unit 6	 181
Patterns of Organization in Essay Writing: Problem-Solution, Cause-Effect, and Comparison-Contrast Essays	
1. The Problem-Solution Pattern	182

1.1 The Content and Organization of the Problem-Solution Pattern	182
1.2 Expressions and Structures in the Problem-Solution Pattern	189
2. The Cause-Effect Pattern	195
2.1 The Content and Organization of the Cause-Effect Pattern	195
2.2 Expressions and Structures in the Cause-Effect Pattern	202
3. The Comparison-Contrast Pattern	207
3.1 The Content and Organization of the Comparison-Contrast Pattern	207
3.2 Expressions and Structures in the Comparison-Contrast Pattern	214
Unit Tasks	221
Suggested Readings and Supplementary Exercises	222
Unit 7	223
Writing a Research Paper	
1. The Abstract	224
1.1 The Content of the Abstract	224
1.2 The Language of the Abstract	226
2. The Introduction Section	234
2.1 The Content of the Introduction Section	235
2.2 The Language of the Introduction Section	236
3. The Method Section	241
3.1 The Content of the Method Section	241
3.2 The Language of the Method Section	243
4. The Results Section	250
4.1 The Content of the Results Section	250
4.2 The Language of the Results Section	252
5. The Discussion Section	258
5.1 The Content of the Discussion Section	259
5.2 The Language of the Discussion Section	261
6. Citations and References	265
6.1 Three Types of Citations	266
6.2 In-Text Citations and References	272
7. The Summary of the Components of a Research Paper	281
Unit Tasks	282
Suggested Readings and Supplementary Exercises	286
Glossary	287
References	293
Index	301
Answer Key	303

How to Use this Book

Each unit in this book is designed to be a self-contained tutorial on a particular topic in academic writing; it includes detailed explanations and many examples. Each unit consists of several topics (e.g., 1, 2, 3), and large topics that contain extensive information are further divided into subtopics (e.g., 1.1, 1.2). Examples for all topics in each unit are numbered so that they can be referred to in the text, and these numbers are put in parenthesis (e.g., (1), (2)).

In each unit, there are exercises at the end of each topic. Exercises focusing on reading skills are marked by a picture of eyeglasses while those focusing on writing skills are marked by a picture of a pencil. All these exercises are ordered by numbers (e.g., Exercise 1, Exercise 2). At the end of each unit, there are also unit tasks providing comprehensive exercises which allow the reader to revise and practice the overall skills he/she has learned. The exercises in the unit tasks are arranged by letters (e.g., Exercise A, Exercise B). Also, there is a list of suggested readings and supplementary exercises at the end of the unit. The structure of each unit can be presented as follows:

Structure of Each Unit

Topic 1.

.....

Subtopic 1.1

.....

(Example 1)

Subtopic 1.2

.....

(Example 2)



Exercise 1:

.....



Exercise 2:

.....

Unit Tasks



Exercise A:

.....



Exercise B:

.....

Suggested Readings and Supplementary Exercises

UNIT 1

THE NATURE OF ACADEMIC WRITING

In this unit, you will learn to:

- Differentiate academic and personal types of writing
 - Examine grammatical features of academic writing
 - Examine lexical features of academic writing
 - Edit, revise, and write sentences to make them appropriate for the academic writing style
-

English for Academic Purposes (EAP) is a sub-discipline of English for Specific Purposes (ESP), an approach to language teaching whose content and method are based on the learner's reason for learning (Hutchinson & Waters, 1987). EAP is different from ESP in that it centers on academic contexts; the scope of EAP can be described as the practice and use of English in the contexts of academic study and scholarly exchange (Hyland & Hamp-Lyons, 2002). Learners of EAP are usually university students at undergraduate and graduate levels or people already in employment who want to learn English in order to succeed in their studies or academic careers.



(Source: <https://www.pexels.com>)

Since the most problematic language area for many higher education students is writing, EAP courses give special attention to the process of writing (Robinson, 1988). Based on the description of EAP above, we can define “writing for academic purposes”, or its shortened term more popularly known “**academic writing**”, as follows. As one of the important skills in EAP, academic writing refers to formal written English which is usually used by students, professors, and researchers to express ideas in a scholarly style of communication. In other words, academic writing is a kind of writing that scholars rely on to convey and discuss opinions about various areas of knowledge. As its topics of discussion are usually more complicated than other genres of writing, the overall content and structure of an academic text need to be clear, focused, organized, and backed up by adequate evidence so that the writer's argument is easy to follow and convincing.

Academic writing is at the heart of all scholarly activities and it proves to be one of demanding genres that require learners to perform various challenging tasks (such as arguing a point, discussing a complex topic) (Timyam, 2018), so it is important for EAP learners to acquire, develop, and extend their academic writing knowledge and skills in order to maximize success in their studies or professions (Hopkins & Reid, 2018). There are many kinds of academic writing depending on the content and types of materials. The most common forms in which academic writing is used are reports, projects, answers to exam questions, essays, research papers, theses, dissertations, book reviews, and notes. All of these require academic writing for different purposes. The major purposes of academic writing are, based on all the various forms of academic work, for example:

- To report on a subject that the writer is interested in or has knowledge about
- To write about a project the writer has conducted or has some ideas about
- To answer an exam question that the writer has been given or has chosen
- To discuss a particular topic and express the writer's point of view
- To explain and discuss a research study conducted by the writer or others
- To describe, analyze, and evaluate a book in terms of its content, style, and merit
- To make notes on a particular topic in a field of knowledge for others to read and consider

1. Distinguishing Academic Writing from Personal Writing

Given these different forms and purposes of academic writing, it is not easy to describe precisely how academic writing is distinct from other kinds of writing. Also, deciding whether a piece of work is academic or not becomes even more difficult due to the fact that academic style varies across many different fields of study (Swales & Feak, 2012). Accordingly, there is no fixed standard style of academic writing (Bailey, 2018). Yet, it is obvious that academic writing is different from casual forms of writing, particularly personal writing. One general criterion for distinguishing academic writing from personal writing is **the level of formality** (Hamp-Lyons & Heasley, 2006). That is, academic writing is clearly more formal than personal writing in several important aspects.

Those who are not familiar with academic writing tend to think that academic writing requires a high level of complexity in terms of language use to make it sound formal. Generally, academic style is formal, but this does not mean that it is difficult to understand; in fact, a good piece of academic writing should be formal, accessible, and easy to follow (Hopkins & Reid, 2018). In other words, formality does not mean complexity; formality in academic writing does not result from choosing very complex sentence structures and using difficult or unfamiliar words (Osmond, 2016). Thus, while academic writing is characterized by formal language, the writer needs to make sure