



Theory and practice of teaching academic writing in foreign and domestic universities.

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Lecture 15

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Introduction

At the end of this lesson, the students should be able to:

- A. Identify the characteristics of academic writing.
- B. Discriminate informal word usage from formal word usage.
- C. Revise text to remove clutter, eliminate wordiness, and clarify meaning.



What have you written so far?

Non-Academic Texts:

- Poems, skits, letters, compositions about your Christmas and summer vacations are examples of non-academic texts.

Academic Texts:

- A book review, a reaction paper, and a thesis are examples of academic texts.

Features of Academic Writing



- According to the University of Leeds (UK), academic writing is clear, concise, focused, structured, and backed up by evidence.
- Its purpose is to aid the reader's understanding.
- It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary.



Structured

An academic text is not just a collection of ideas about a topic—it needs to have a clear purpose. Start with a relevant research question or thesis statement, and use it to develop a focused argument. Only include information that is relevant to your overall purpose.

Two Common Structures of Academic Text:

1. The Three-Part Essay Structure (Consists of introduction, body, and conclusion.)

2. IMRaD Structure (Sections are Introduction, Methods, Results, and Discussion.)



Evidenced of teaching the Academic writing

- Academic writing uses sources to support its claims.
- Sources can be other texts (or media objects like photographs or films) that the author analyzes or uses as evidence.
- Many of the sources will be written by other academics; academic writing is collaborative and builds on previous research.



CONCISENESS

1. Don't use two or more action verbs when one only is needed to make the meaning clear.

Ex. Nate **began** to **cry** when his dog died.

The moment at which Nate began to cry is not all that important; as long as the reader understands he was crying.

✓ Nate cried when his dog died.

Example 2: Mom started to holler after Gloria broke the vase.

✓ Mom hollered after Gloria broke the vase.

Example 3: With the wolf close on my heels, I continued running through the woods.

✓ With the wolf close on my heels, I ran through the woods.

2. Cut the adverb implied in the verb.

Ex.: She sprinted [rapidly] after the bus.

Grandpa stumbled [clumsily] over the cat.

Mary cried [sadly] because Bambi's mother died.

3. Always be cautious of 'that'

When using the word 'that', try reading the sentence without it, if the sentence still makes sense , cut it.

Ex. He thought **that** he was late.

I'm certain **that** he went home.

5. Don't use phrases that add words, not meaning.

- instead of, 'due to the fact that', write 'because'

'in the event that' write 'if'

'with the possible exception of' write 'except'

'At the present time' write 'now'

6. Avoid using intensifiers (very and too)

Ex.: **He was very tired (X)**

He was tired (/) or

He was exhausted (/)

7. Make sentences and paragraphs more concise by omitting unnecessary prepositions and prepositional phrases.

Ex. With much hesitance, I made my way to the dance floor. (X)

Hesitantly, I made my way to the dance floor. (/)

At this point in time we should demonstrate, as has always been the case in the past, much trust in the good judgment of the CEO. (X)

Now, as always, we should trust the CEO. (/)



- This afternoon at 2:00 pm the acquitted President of the country was transferred away to the prison facility by means of a chopper. (X)
- At 2:00 pm the acquitted President of the country was transferred to the prison by a chopper. (/)



Balanced

- Should give consideration to all sides of the issue.
- Use of **hedging** - cautious language is used to express an argument carefully.

Example:

1.Children living in poverty do poorly in school.

(As we can see, the original argument can be easily refuted, and as a result, readers might question the writer's credibility.)

2.Children living in poverty tend to do poorly in school.

(Due to adding the verb "tend", the writer acknowledges that there are exceptions, and not all poor children do poorly.)

Make the following sentences into hedged claims by selecting the tentative language from the options below.

1. Age ____ a contributing factor to the observed behaviour.

a. was

was likely to be

2. The two age groups surveyed _____ similar attitudes towards immigrants.

appeared to hold

b. held



1. The nervousness displayed by some of the placement teachers may have been due to the presence of observers.
2. The nervousness displayed by some of the placement teachers was due to the presence of observers.
3. The nervousness displayed by some of the placement teachers was clearly due to the presence of observers.

In which statement does the writer make the most cautious claim?

1

2

3



Thank you for your attention!