ACADEMIC WRITING
WITH A FOCUS ON VOCABULARY AND GRAMMAR
FOR KOREAN STUDENTS

A TERMINAL PROJECT PRESENTED BY
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ABSTRACT

Title: Academic Writing with a focus on Vocabulary and Grammar for Korean Students

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This teaching portfolio "Academic writing with a focus on vocabulary and grammar for Korean students" presents teaching guidelines and materials primarily based on form-based writing instruction for students' language accuracy in academic writing. Through the findings from the review of literature and data collection methods on teaching second language writing for academic purposes, Korean students' needs for academic writing were investigated. The findings show that there are several writing features that should be taught to help students to be proficient academic writers, including rhetorical organization of information, the process of writing and language skills. Students can best take advantage of instruction in organization and writing process if they are equipped with advanced language skills. Therefore, the eight most important components for the development of students' language accuracy are addressed in this teaching portfolio. These components clarify grammatical and lexical forms that non-native speakers should pay close attention to due to their importance and frequency in academic written discourse. In addition, sample activities relevant to the suggested language components are included to help writing teachers implement this instruction in class.
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UNIVERSITY OF OREGON

DEPARTMENT OF LINGUISTICS, COLLEGE OF ARTS AND SCIENCES

MA TERMINAL PROJECT APPROVAL FORM

August 13, 2008

The examining committee appointed by the Department of Linguistics for the Terminal Project submitted by

Jiwon Chun

has read this terminal project and determined that it satisfactorily fulfills the program requirement for the degree of Master of Arts.

Title: Academic Writing with a Focus on Vocabulary and Grammar for Korean Students

Project Advisor: Dr. Thomas A. Delaney
(Committee Chair)

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CHAPTER 1 Introduction

Academic writing is indispensable and significantly important in college or university level study in English-speaking countries. The fundamental reason is that a writing assignment occupies a large portion of evaluation in students' academic performance. Therefore, it is undeniable that academic writing skills directly affect students' academic success in American universities.

Students enrolled in academic degree programs are required to perform various types of written tasks and assignments to successfully complete their course of study. Most of the Korean students in degree programs whom I talked to regarding academic writing indicate that a writing assignment is one of the most challenging tasks that they have faced in an academic setting. At the same time, they all acknowledged that writing is an essential skill to attain in order to succeed in academia.

Considering that academic writing is critical in students' academic success, a high-level of academic writing ability would be beneficial for Korean students who are going to study at college or university level in American universities. However, the Korean education system comparatively disregards writing as opposed to other language skills such as listening and reading. This is largely because university entrance exams do not have a writing component. Consequently, the Korean students are not able to equip themselves with adequate writing skills and strategies to be successful academic writers throughout public education in Korea.

A few months ago, I had a chance to observe one of the college composition classes at the University of Oregon, whose purpose was to help students produce academic quality texts by emphasizing the process of writing such as brainstorming, drafting, revision, and editing. The class was intended for native speakers of English so that I have no doubt about the efficacy of
teaching the different steps of writing. However, I wondered if only practicing those writing steps could lead non-native students who lack sufficient grammatical and lexical knowledge of English to produce quality writing. To be successful writer in English, Hinkel (2004) argues that three elements are essential to produce quality academic writing: "(1) the process of writing with self-revision and editing, (2) formal rhetorical organization, and (3) quality of language (e.g., grammatical and lexical accuracy)" (p.9). She points out that some writing instruction has "focused disproportionately" on the first element (process) and has not focused enough on the third (quality of language). Furthermore, she maintains that L2 students cannot take advantage of the process writing instruction if their language accuracy in vocabulary and grammar is not adequate.

Therefore, this teaching portfolio mainly presents pedagogical academic writing guidelines and materials focusing on language skills, vocabulary and grammar in particular. I believe that language-oriented instruction for L2 writing is not optional for students to be successful in their academic studies.

**CHAPTER 2 Literature Review**

When students start degree study in English-speaking universities, they are required to perform writing assignments that have strong influence on their academic achievement. Since students are assessed by the quality of their writing tasks in their course of study, it is essential for students to equip themselves with appropriate writing ability before they commence their academic life.

In this literature review, a variety of writing task types that students are asked to complete in their academic programs are presented. In addition to the frequent written tasks, writing features which are indispensable in helping writers to become proficient are addressed. As was previously
mentioned, Hinkel (2004) suggests three influential writing features for students to be successful writers: "formal rhetorical organization, the process of writing with self-revision and editing and quality of language (e.g., grammatical and lexical accuracy) (p. 9)". Furthermore, the environment of writing education in Korea is investigated in order to discover Korean students' needs in terms of academic writing.

**Academic Writing Task Types**

In order to develop effective writing instruction that fulfills students' needs, it is necessary to explore what they are required to perform in academic settings. A number of studies have investigated this question.

First, according to research carried out by Moore and Morton (1999) with regard to the written genre and text type requirements in college and university level programs, the most frequent genre is an academic essay. Academic essays represent more than 60 percent of writing tasks. As to text types, an evaluation-type of text in which students perform during tests and exams was the most common type with descriptions, summaries, compare and contrast and explanation types of texts following in sequence.

Similarly, Hale et al. (1996) identify that the most common types of writing task are short expository writings, which frequently occur in introductions and explanations of materials. It is followed by cause-effect interpretation, classification and comparison and contrast, analysis and argumentation respectively.

On the other hand, narration writing and opinion essays are not relevant to the type of assignments students are expected to complete in university-level writing. This is largely because narration and opinion essays only ask students to retrieve their own memories and ideas and do not require students to develop new knowledge by transforming newly acquired information to
meet the purpose of writing. Transforming knowledge is considered the main characteristic of academic writing tasks (Hinkel, 2004).

In academic courses, students are expected to complete certain types of academic tasks, which are involved in knowledge transforming. Moreover, there can be some variation about what students are required to do in terms of writing assignments, according to disciplines. However, it is true that most of the disciplines still have common writing tasks to some extent. Therefore, preparing themselves for frequently assigned writing tasks can accelerate students’ progress in accomplishing their academic goals in American universities.

**Organization Needs**

The first aspect, formal rhetorical organization, is prevalent in teaching academic writing. How to construct a topic sentence and supporting sentences to develop a paragraph are fundamental factors to produce organized academic essays.

Hyland (2003) uses a different term called “text-functions” and he also mentions that this is sometimes labeled “current traditional rhetoric” or simply a “functional approach.” He adds that text functions are leading factors in academic preparation writing courses.

Johns (1997) argues that the structure of academic written text has not changed for years in spite of a number of changes in writing pedagogy. According to Johns (1997), academic texts consist of structural entities such as introduction, body and conclusion, and those structural entities as well as particular organizational patterns such as exposition and compare and contrast should be described and taught in a writing class.

The purpose of focusing on organization of texts is to prepare students to develop different types of effective paragraphs by creating topic sentences, supporting sentences and transitions (Hyland, 2003). He mentions that many writing courses are structured by this rhetorical
organization.

Process Needs

Another aspect students need to know to accomplish academic written tasks is the writing process. The process of writing, which includes strategies of prewriting, drafting and rewriting, enables students to discover what they want to address as they write and let students have time to write and rewrite. This writing approach focuses on content and message and it is considered as a thinking process (Brown, 2007). According to Hyland (2003), “The process approach to writing teaching emphasizes the writer as an independent producer of texts.” It allows students to reach their goals of producing academic writing.

Process approach was originally designed to teach L1 writing. Later, some specialists found that there were similarities between L1 writing and L2 writing. Therefore, the process writing was adopted as the primary methodology in teaching non-native writers. There is no doubt that process writing is helpful for non-native writers to create well-developed academic writing to meet the purpose of the text. However it may not pay enough attention to language issues such as grammar and lexis. Zamel (1983) argued that the process writing teaches grammar and vocabulary inconsistently because it is believed that grammar and vocabulary could be acquired spontaneously if second language students were exposed to academic texts.

However, it is important to note that a large number of studies have demonstrated that simple exposure does not result in second language learners’ improved accuracy in academic writing as in will be discussed next.
Lexical and Grammatical Needs

Although advocates of a pure process approach to writing instruction such as Zamel (1983) believe that students will acquire grammar and lexis through continuous exposure, a number of studies disagree.

Lexical and grammatical needs in second language writing are often overlooked in the process-centered approach. It is clear that the language proficiency of non-native speakers cannot be equivalent to that of native speakers. Hinkel (2004) indicates that L2 writers are fundamentally different from L1 writers because L2 writers do not have highly developed language proficiency in English as opposed to L1 writers. L2 students’ writing shows a lack of sentence-level features considered to be basic such as active and passive voice, and modal verbs (Johns, 1997). Many researchers including Celce-Murcia (1991) and Nation (2000) point out that proficient L2 language skills in lexis and grammar are not achieved without explicit, focused and consistent instruction. In addition, there are numerous studies maintaining that second language learners may not attain native-like language proficiency even after years of language learning.

Hinkel (2004) argues that discourse with opaque language would be hard to understand even if it is well organized with brilliant ideas. She added, despite its vital significance, language skills have been de-emphasized in writing instruction for students who are planning to study abroad. She also emphasizes that if second language writers are equipped with language tools helpful to build academic texts, rhetorical and discourse features can be taught more effectively and successfully.

In terms of importance of grammar, Celce-Murcia (1991) argues that for academically oriented, and advanced L2 learners, grammar instruction is vital if they are to pursue their educational goals. The value of grammatical accuracy to a reasonable extent in academic writing
cannot be overstated. Grammar constructions can enable students to improve “fluency” and, to some degree, “automaticity” in academic writing (Hinkel, 2004). Furthermore, she argues that many students use informal grammar and vocabulary in their academic writing texts because they are more frequently exposed to conversational context rather than formal register. Therefore, preliminary writing objectives should embrace distinctive difference between informal and formal writings along with structure of complete sentences.

With regard to vocabulary, Nation (2001) highlights the relationship between academic vocabulary and evaluations of academic performance. He argues that the amount of academic vocabulary used in L2 writing significantly contributes to the higher evaluations of the quality of L2 academic writing.

A substantial amount of instruction related to second language writing has a focus on how to generate and organize ideas into coherent essays and the various steps of writing because they are expected of all students at academic degree programs (Hinkel, 2004). However, language skills, considered crucial for L2 academic writing, have not received enough attention compared to other writing components as discussed above. On the whole, it is an indisputable fact that lexical and grammatical proficiency in second language writing plays a pivotal role in evaluating students’ written texts.

**Writing Instruction in Korea**

It is important to note how teaching writing is being implemented in Korea. According to Korean Ministry of Education, regular public middle and high school regard the subject of English as one of the fundamental disciplines in their regular curricula. Specifically, the high school curriculum is divided into four courses as follows:

- English I and II, which aim to increase students’ comprehensibility and expressional
ability in English and they are preliminary English courses without any specific focused areas

- English conversation whose main focus is how to communicate in daily conversations through listening and speaking
- English reading, which mainly focuses on reading ability.
- Occupational English whose purpose is to prepare students with work-related English.

Surprisingly, as the course guideline shows, writing is not emphasized enough in the curriculum compared to other language skills such as speaking and reading. (Korean Ministry of Education, 2008). Under the circumstances, it is predictable that a writing component is not included in the university entrance exam. Therefore, Korean students are not encouraged to practice writing in English classes at public school.

With regard to grammar and vocabulary that affect students’ writing ability, there is a considerable amount of emphasis on grammar and vocabulary throughout the English classes at Korean public school. These two skills are explicitly taught in class even though they do not have separate classes in the curriculum. However, it is known that Korean students have difficulties with grammar and vocabulary when they are required to write academic texts. Kim and Kim (2005) indicate that “Most Korean students have been taught grammatical features separate from the context … therefore, their knowledge of grammar was not carried over to their ability to write. In addition, even if the students have developed a large vocabulary… it cannot be applied into real communication” (p. 70). Therefore, it seems necessary and worthwhile to develop language-focused writing resources to enable Korean students to become proficient academic writers in academic settings.

In sum, this literature review suggests that pre-academic writing instruction for Korean
students should consider important aspects of writing skills such as sentence-level language skills, rhetorical organization and writing process, not to mention exposure to the frequent types of written tasks. Second language writing for academic purposes seems demanding for L2 students; however, Hinkel (2004) argues that it is highly conventionalized so that L2 students are able to acquire the knowledge more easily than they expect.

CHAPTER 3 Data-Collection Methods

The primary purpose of this data collection is to understand academic writing needs of Korean students who are going to study in degree programs in American universities. In order to provide effective teaching instruction suitable for the target learners, it is necessary to investigate the students’ needs, using appropriate data collecting methods.

Data for this teaching portfolio were collected largely by means of three methods: surveys for Korean students, classroom observations at the University of Oregon, and interviews with academic writing teachers. Seventeen Korean students enrolled in American universities participated in the student survey. As for the classroom observations, I observed two ESL academic writing classes at the Academic English Institute (AEI) of the University of Oregon and one regular college writing class intended for non-native speakers at the same university. Lastly, six academic writing instructors at the AEI participated in the interviews.

Procedures

Student survey

One of the methods for collecting data was to conduct a survey of the Korean students who have experienced American university settings and gone through academic writing tasks. The student survey primarily aims to gather information about Korean students’ academic needs and their difficulties in academic writing. In order to investigate what students actually experienced
and how they felt while studying, the participants of this survey were limited to the Korean students enrolled in the regular degree programs at American universities for approximately one year at the minimum.

A total of 17 students out of 20 responded to the survey and all of them were attending the universities in the United States of America. Depending on the students’ availability, the medium of the questionnaires was decided. Some of the participants filled out the survey sheet and returned it in person but some students participated through e-mail since they had gone back to Korea for the summer vacation.

This group combines undergraduate students and graduate students. Nine students were in undergraduate programs and eight students in graduate programs. The survey was restricted to those who had graduated for high school in Korea so that they would have the same educational background as my target students for this teaching portfolio.

The questionnaire consisted of nine multiple-choice questions mainly concerning their language ability, difficulties of writing, and types of assigned writing tasks. After the students finished the nine questions, there was a background information section for them to fill out, which inquired about the length of study and general school information. Students had been studying in American universities from approximately one to four years; therefore, they seemed to have no difficulties answering the questions written in English.

**Classroom observation**

The other data collection method was classroom observation. I believe that observing academic writing classes could give me a sense of how actual writing classes are organized and how they are taught. I was able to observe two academic writing classes at the AEI. One was an academic writing class at Level 5. The other one was not a typical AEI language class, but it was
specially designed to teach academic writing to scholarship students who was planning to study in degree programs in the U.S. The level of the students was a bit higher than the regular AEI Level 5 students but they were also in an academic preparation program; therefore, it seemed reasonable to observe the class for this project. Two observed classes were being taught by the teachers who I interviewed. With regard to the length of the classes, one of the classes lasted two hours and the other class was one and a half hours long.

To broaden the perspectives of academic writing classes, one college writing class was observed which is designed for native speakers. It was a mandatory course for all university freshmen and approximately 15 to 20 students were in one class. It was a mixture of all the students from various disciplines. Some of the students had not decided their major yet.

The writing classes were observed based on three aspects: (1) writing approach being used in class, (2) structure of the lessons, and (3) activities being employed. Before the class began or after the class, I talked with the teachers about the general information about the classes such as the day's lesson, materials, and the curriculum they use. During the classes, I made notes and if necessary, follow-up questions were administered by e-mail.

**Teacher interviews**

Six AEI writing teachers agreed to be interviewed for this project. The motivation for choosing this instrument is based on my belief that experienced academic ESL/EFL writing teachers could provide the most helpful and practical information for this project. The writing teachers are currently teaching or recently taught academic writing to the students at the AEI of the University of Oregon. Interviewing the teachers from AEI is reasonable because the environment where AEI writing programs are offered resembles that where this teaching portfolio will be implemented.
The AEI is a language institute located at the University of Oregon. AEI writing programs are identical with other EAP programs because their primary focus is on preparing students who are planning to enter the University of Oregon or other American universities. The teachers who were interviewed were teaching Level 5 and 6 which are considered high-intermediate or advanced level. All of the teachers have taught more than 10 years in ESL or EFL settings and a large portion of their experiences occupy teaching academic writing to international students.

The interviews were carried out in a guided and organized manner. The interview guide (See appendix #1) facilitated the process of the interviews and the interviews took from approximately 30 to 50 minutes depending on the teacher. Prior to the interviews, the interview questions and the overall information about this project were given to the teachers in order for them to increase their awareness of the interview’s purpose and give them a chance to recall their teaching methods and ideas for academic writing that they want to share for this research.

Some interviews were performed in the instructors’ offices and some were done at other places around the campus. Because of restrictions of taking notes during the interviews, tape-recording was carried out for all of the interviews and tape-recording also made it easier for me to retrieve the content of interviews when I tried to analyze the results later. Before the interviews, I explained the reasons for recording and the teachers all agreed to it without any hesitation. In addition, the confidentiality of the interview was informed prior to the interviews.
Results and Interpretation

Student surveys

The results of this study survey identified Korean students' specific needs regarding academic writing. First of all, the results show that students self-evaluated their speaking and writing abilities as lower than their reading and listening abilities. For instance, students marked their levels more toward above average in reading and listening, in contrast, students considered that their writing and speaking abilities are more close to average (See Table 1).

These results correspond to Question Number 3, which asked about the academic areas they feel comfortable with. For example, the students felt confident in understanding course books and lectures, but speaking in class and writing assignments are problematic issues for them (See Table 2, 3). As mentioned earlier, writing and speaking instructions are emphasized less than other skills in Korean public education system. Less exposure and less practice could results in a lack of confidence in those two fields.

Table 1. Language abilities (N=17)

<table>
<thead>
<tr>
<th></th>
<th>outstanding</th>
<th>above average</th>
<th>Average</th>
<th>below average</th>
<th>unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0 (0%)</td>
<td>7 (41.2%)</td>
<td>9 (52.9%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Writing</td>
<td>1 (5.9%)</td>
<td>6 (35.3%)</td>
<td>9 (52.9%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Listening</td>
<td>1 (5.9%)</td>
<td>8 (47.1%)</td>
<td>7 (41.2%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Speaking</td>
<td>0 (0%)</td>
<td>4 (23.5%)</td>
<td>10 (58.5%)</td>
<td>3 (17.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>0 (0%)</td>
<td>5 (29.4%)</td>
<td>11 (64.7%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Grammar</td>
<td>0 (0%)</td>
<td>11 (64.7%)</td>
<td>5 (29.4%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
Table 2. Most confident areas (N=17)

<p>| Q3. In which area, do you feel the most confident when you study at American universities? |
|-------------------------------------------|-----------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>understanding lectures</th>
<th>writing assignments</th>
<th>speaking in class</th>
<th>understanding course books</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (29.4%)</td>
<td>2 (11.8%)</td>
<td>1 (5.9%)</td>
<td>7 (41.2%)</td>
<td>2 (11.8%)</td>
</tr>
</tbody>
</table>

Table 3. Least confident areas (N=17)

<p>| Q4. In which area, do you feel the least confident when you study at American universities? |
|-------------------------------------------|-----------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>understanding lectures</th>
<th>writing assignments</th>
<th>speaking in class</th>
<th>understanding course books</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (5.9%)</td>
<td>5 (29.4%)</td>
<td>9 (52.9%)</td>
<td>0 (0%)</td>
<td>2 (11.8%)</td>
</tr>
</tbody>
</table>

The other interesting part was specific areas of difficulties in completing writing assignments. It turned out that grammar and vocabulary were the most troublesome when they perform academic writing tasks (See Table 4). On the contrary, it was ironic because students answered that their grammar ability was comparatively superior to other skills as shown in Table 1 above. This suggests that the type of grammar they possessed is not directly applicable to academic writing ability.

Table 4. Difficulties of writing assignments (N=32, multiple answer question)

<p>| Q6. What difficulties do you have as you complete the writing assignments above? |
|-------------------------------------------|-----------------|
| Staying focus on a topic                  | 0 (0%)          |
| Organizing paragraphs in a logical way    | 4 (12.5%)       |
| Using appropriate vocabulary and expressions | 11 (34.4%)     |
| Constructing effective sentences with correct grammar | 12 (37.5%) |
| Generating main ideas and supporting ideas | 3 (9.4%)       |</p>
<table>
<thead>
<tr>
<th>Spelling and punctuation</th>
<th>0 (0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using sources to avoid plagiarism</td>
<td>2 (6.3%)</td>
</tr>
<tr>
<td>Others</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

In this regard, this confirms the importance of learning writing in context. After the interview I asked some of the participants the reason why their grammar ability was not helpful when they write. All of them pointed out isolated grammar instruction. They are equipped with sufficient grammar knowledge but have not practiced writing using the grammar they learned in Korea.

Moreover, 100 percent of the participants acknowledged that academic writing is important for their academic achievement (See Table 5). Unfortunately, they reported that they were not well prepared before they started their programs in America universities. Only one student answered he/she was prepared enough (See Table 6). In the areas they wish they had improved before they started their programs, grammar occupies the highest percentage, 27% followed by vocabulary and organization by 18.9% (See Table 7).

Table 5. Importance of academic writing (N=17)

| Q8. How **important** is academic writing to be successful at American universities? |
|---|---|---|---|---|
| very important | important | average | less important | not important |
| 11 (64.7%) | 6 (35.3%) | 0 (0%) | 0 (0%) | 0 (0%) |

Table 6. The degree of preparation for academic writing (N=17)

| Q9. How **well** were you prepared for academic writing before starting your study at American universities? |
|---|---|---|---|---|
| very well-prepared | well-prepared | average | below average | unsatisfactory |
Table 7. Areas students wish they had studied before (N=37, multiple answer question)

<table>
<thead>
<tr>
<th>Area</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying focus on a topic</td>
<td>3 (8.1%)</td>
</tr>
<tr>
<td>Organizing paragraphs in a logical way</td>
<td>7 (18.9%)</td>
</tr>
<tr>
<td>Using appropriate vocabulary and expressions</td>
<td>7 (18.9%)</td>
</tr>
<tr>
<td>Constructing effective sentences with correct grammar</td>
<td>10 (27.0%)</td>
</tr>
<tr>
<td>Generating main ideas and supporting ideas</td>
<td>5 (13.5%)</td>
</tr>
<tr>
<td>Spelling and punctuation</td>
<td>3 (8.1%)</td>
</tr>
<tr>
<td>Using sources to avoid plagiarism</td>
<td>2 (5.4%)</td>
</tr>
<tr>
<td>Others</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

As a result, they were not satisfied with their writing ability, in particular the elements of grammar and vocabulary, although they clearly perceived the positive correlation between academic writing and their academic success. It is certain that writing instruction in Korea was insufficient and misses the target, especially preparing students for applying their knowledge to authentic and meaning academic tasks in writing.

**Observations**

Observations were advantageous in that I could grasp the real writing classroom context. Through the observations, I was able to see what teaching approach was adapted or adopted in a classroom through various activities. Also the interaction between teachers and students could be witnessed.

First, two ESL writing classes dealt with a wide range of writing instructions. For example,
the writing process was taught such as prewriting, multiple drafting and revising. In addition to
the process approach, students were taught how to organize effective paragraphs through
communicative techniques such as a class discussion and peer group activities. What's more,
mechanics of academic writing and plagiarism issues were addressed.

Unfortunately, there was a limitation of this data collecting method. The classes were not
observed continuously over a long period of time so that it made it difficult to witness the
structure of entire lessons. Therefore, I would not judge the effectiveness of activities and
approaches through this method. However it could supply me with a basis for comparing and
contrasting between L2 classroom and L1 classroom of writing.

When I observed a college student writing class at the University of Oregon, the whole lesson
was dominated by the process writing approach. The main focus of lessons was on encouraging
students to generate ideas and structure their whole essay rather than emphasizing detailed
writing components such as sentence-level instructions. Students were asked to research their
topic before the class and as a whole class they worked together to generate creative ideas to
write about the topic. Moreover, the entire lesson was sequenced from one idea to the related
idea that made students think in a logical way. The writing class seemed similar to a discussion
or seminar class in that it engaged students in in-depth thinking process.

On the other hand, I learned that ESL writing classes incorporated thinking process and
language issues together. For example, the activities widely varied from short discussion
activities targeting development of generating ideas to linguistic features and academic writing
conventions such as avoiding plagiarism and using sources.

Although the classroom observations certainly have limitations as a primary source of data
collection for the lack of continuum of observation, it gave me a great insight into the different
class contexts for L1 and L2 students.

**Teacher interviews**

The teacher interviews were the most informative method in that they provided me with practical and valuable data such as how academic writing is taught and what is considered important in teaching academic writing from a teacher’s perspective. Firstly, the teachers had no hesitation to answer that a writing skill is a crucial factor for students to be successful in academia. In order to become successful writers, most of the teachers maintained, writing instruction should contain several important factors, which can make writing classes more demanding than other language classes.

Exposure to various academic genres was one of the significant factors that can affect students’ writing. Students will be assigned to perform diverse types of writing that require students to employ different styles of writing. Therefore, most of the teachers put in a tremendous amount of effort and time to have students experience diverse genres. In addition, the reading and writing connection was mentioned by all of the teachers. When they were asked what were prominent skills to enhance students’ writing ability, most of them addressed the importance of reading. It is largely because reading texts can serve as reliable writing models for students to refer to, especially for the areas of organization, style and language use. Furthermore, the teachers responded that reading well-structured texts is indispensable for students to comprehend how the language is used in context.

When the teachers were requested to answer their preferred teaching methods for writing, it was interesting that most of the teachers put more emphasis on process and organization rather than improving students’ language skills. A teacher maintained that teaching the process of writing is to train students to think logically. The teachers knew from their experiences that in
general international students are not familiar with how to generate ideas and develop paragraphs into a cohesive essay. Therefore it was a reasonable decision for them to adopt the process of writing along with rhetorical and organizational features.

As for the language skills, they all acknowledged that L2 students lack the language proficiency unlike L1 students. However, according to them, language skills such as grammar and vocabulary do not get enough attention in class compared to the process and organization. Language structures and rules tend to be overlooked to some extent.

In terms of this language issue, the teachers described their own reasons toward their choice of teaching methods. A teacher mentioned that the teaching process of writing could be more practical in that teachers could save their time to prepare for lessons. Another teacher indicated that within time constrains, grammar and vocabulary happened to be the last things to teach. Furthermore, language skills could be students' own responsibility so that students should build up the knowledge by themselves, a teacher maintained. More interestingly, some of the teachers pointed out his or her difficulty finding decent textbooks that link writing skills, grammar, and academic vocabulary. Therefore, it is challenging for teachers to incorporate all of these aspects of writing without the guide of a well-written textbook.

There was unanimous agreement among teachers that grammar and vocabulary affect students' writing performance. Through their teaching experiences in writing, they recommended effective ways of teaching language skills. To make students' grammar and vocabulary knowledge connected to authentic writing tasks, teaching language in context is vital along with providing examples that contain target structures. Recurrent exposure to the target structures in different contexts was suggested as well.

All in all, through three types of methods, I was able to acquire fundamental data to support
the rationale of my project “academic writing with a focus on vocabulary and grammar.” The collection of the data also made me ponder the issues of what to teach and how to teach it. I conclude this methodology section by summarizing that lexically and grammatically focused instruction in context would be very beneficial for fulfilling Korean students’ needs. Additionally, to support students’ writing abilities at the discourse-level, the process of writing and organization of information should be taken into account.

CHAPTER 4 Portfolio Design

General Considerations

Form-focused instruction

This teaching portfolio is organized in a way that reflects on the findings from the data collection methods (e.g. interviews, surveys, and observations) as well as the review of the literature about second language writing and the state of writing education in Korea. As a result, it is clear that the main focus of this teaching portfolio should be on lexis and grammar in academic writing. Brown (2001) argues that the importance of “form-focused instruction” derived from explicit instruction of language structure and rules in second language classrooms is universally recognized. Consequently, form-focused instruction for writing could contribute to students rewarding academic career by enabling them to produce academically appropriate and accurate writing products that satisfy academic requirements.

Organization and writing processes

In addition to form-focused instruction, other factors such as the process of writing and organization information should be considered in designing L2 writing lessons. As the survey results and the literature showed, it is obvious that those factors should be taught for students to be proficient writers. According to Hinkel (2004), a substantial amount of materials and
resources regarding process and organization are readily available for language teachers and it makes it easier for teachers to access the materials and adopt them in their classrooms. In contrast, resources for language skills for academic writing have not been sufficiently developed yet. Therefore, in this teaching portfolio, I would like to provide materials and lesson guidelines with an emphasis on vocabulary and grammar, briefly mentioning the process and organization.

**Vocabulary and grammar in context**

Another consideration in constructing the portfolio is the way of providing context. As mentioned earlier, teaching grammar and vocabulary isolated from context is impractical. Therefore, reading texts can play a pivotal role in providing students with the pertinent written academic context. This can lead students to attain a visible and practical sense of how the two elements are implemented in real texts. Consequently, the grammar and vocabulary can be applicable when students need to employ them in their writing.

**Reading selection**

As for the selection of reading texts, it is crucial that reading texts should be chosen by means of relevance to students’ future disciplines. The rationale behind this is that content-based reading selection could maximize students’ exposure to targeted contexts so that students can get easily accustomed to contextualized language use in their disciplines. However, it is important to note that writing instruction with subject-specific content would not be the main focus for this teaching portfolio for the following reasons.

One reason could be the fact that students might have not decided their disciplines before they commence their academic programs. So it is unnecessary to concentrate on specialized content at pre-academic learning stage. Another reason is the reality of administration. It is impractical to organize different academic preparation writing courses by different disciplines under
administrational reasons. Normally academic writing classes are a mixture of students who are interested in various disciplines. Therefore, considering these constraints, reading texts will cover general subjects typically regarded essential from various disciplines such as environment, language, socio-culture. Dudley-Evans and St. John (1998) suggests that English for general academic purposes (EGAP) refers to the teaching of the skills and language that are common to all disciplines and it selects more general contexts.

**Linking between context and forms**

Another issue that I consider is how to link the context with the target grammar and vocabulary. The lessons will begin with reading a text, which is the main source of providing the context to students. Therefore, it seems reasonable to teach certain language features relevant to the theme of the reading. In a practical and realistic point of view, making a linking between language forms with the target context could be extremely challenging. Weaving all the considerations perfectly in one lesson is, without any doubt, ideal. Yet, as shown in the data collection methods, integration between language forms and context is hard to attain without adaptation of the texts. As a result, it might not be an easy job for teachers to fit the target grammar and vocabulary components naturally into the writing lesson. Therefore, I believe that when target grammar and vocabulary do not exactly match with the whole theme of the lesson or occur in the text in a recurrent manner, teaching those by providing separate contexts, which well accommodate the target points, can be doable as an alternative.

For example, if the purpose of a class is to teach hedging for the expression of certainty and uncertainty of texts using adverbs, adjectives and modal verbs, a teacher could begin with finding those elements in the given context and presenting the functions and uses. In addition to the use of the initial reading text, providing other short contexts containing a fairly large amount
of hedging expressions could be beneficial to expand students’ in-depth understanding of hedging. If necessary, decontextualized methods such as essential hedging word/phrase lists could be advantageous in that students have a tool to refer to when they write. Through this expanded approach, students can be exposed to focused, intensive and broad instruction regarding hedging device while experiencing diverse contextualized uses of the target points. Taking into account all the considerations and limitations, this portfolio is designed to boost students' linguistic skills, along with other helpful factors of writing such as process and organization in L2 writing.

Organizing Principles

The organizing principle of this teaching portfolio is “lexical and grammatical components.” As discussed in the review of literature and needs analysis through three types of methods, for Korean students who are preparing to enter degree programs in American universities, it is believed that language proficiency in writing can affect their academic success. In addition, it is proven that among Korean students there are strong needs for vocabulary and grammar to improve the quality of their writing. Therefore, it is a reasonable choice to place “lexical and grammatical elements” in the center of writing instruction.

The secondary principles would be the process of writing and organization of information. Since these two factors are essential to lead students to successfully produce final products of writing, they are also adopted in this teaching portfolio. Together with the process and organization, each lesson is offered with certain academic text types that students are frequently required to produce in academic settings.
Goals and Objectives

1. Goal for language skills
   - By the end of the course, students will be able to acquire accurate language skills for academic writing

Objectives

Students will be able to:

- articulate distinct lexical and grammatical features that frequently occur in academic writing
- expand their inventory of academic vocabulary with the meanings and associated information
- transfer grammatical and lexical knowledge into producing accurate academic prose
- increase accuracy of academic prose by editing their own writing

2. Goal for writing tasks and skills

   - By the end of the course, students will be able to perform various types of writing tasks across genre and topics

Objectives

Students will be able to:

- demonstrate the characteristics of various types of academic prose such as cause and effect writing, persuasive writing
- articulate and construct different types of writing using rhetorical strategies suitable for a given subject
- complete fundamental writing tasks including summaries, synthesizing, paraphrasing
- produce finished products through the process of writing such as drafting and revision
- acquire knowledge of how to make the most out of reading texts as quality writing models
3. Goal for learners’ attitude

- By the end of the course, students will be able to develop their own autonomy in performing academic written tasks

**Objectives**

Students will be able to:

- understand the significance of unambiguity of academic writing and take responsibilities for their language skills and writing strategies
- raise their competence in fulfilling academic writing by following academic conventions and practices to produce socially appropriate academic written texts

**Criteria for Component Selection**

Thanks to the development of corpus research, numerous linguistic resources are readily available. A corpus offers real language uses, various registers such as spoken (e.g. conversation) and written registers (e.g. newspapers, academic prose) and preference and frequency for grammatical and lexical language choice by analyzing a number of texts stored on computer (Biber, et al., 1999). Now it is possible to develop grammar lessons from research information and authentic examples that can make teachers and material developers move away from traditionally designed abstract grammar textbooks (Byrd, 1998).

The acquired data can help teachers not only understand characteristics of academic writing in general but also notice the differences of non-native writers by comparing examples with those produced by native writers thanks to analysis of countless academic texts. Before corpus research, teachers had to rely on their intuitions and experiences when they determined what to teach in academic writing classes. However, now it is possible to make a precise decision based on thorough analytic data.
For this teaching portfolio, recurrent grammatical and lexical features in academic texts, supported by corpus, are the primary criteria. In addition to predominant academic written features, linguistic features that non-native students have difficulties with are the second standard to add practicality of the portfolio.

There are substantial amounts of research that identify urgent linguistic features for non-native speakers according to the criteria mentioned. One example with regard this is the six key grammatical forms in academic English suggested by Dudley-Evans and St. John (1998). This includes verbs and tense, voice, modals, articles, nominalization, and local connectors. Based on various studies including those by Dudley-Evans & St. John (1998), Nation (2001), Biber, et al. (1999), and Hinkel (2004), I propose eight component categories for this teaching portfolio as follows:

- Nouns and the noun phrase
- Pronouns
- Verbs
- Verb tenses and aspects & Passive voice
- Adjectives and adverbs: functions of adverb
- Subordinate clauses
- Cohesion and coherence
- Hedging

**Criteria for Activity Selection**

Activities suggested in this portfolio are based on the criteria suggested by Graves (2000). She proposed fifteen crucial criteria by synthesizing ideas of experienced language teachers. Of the considerations from Graves, I chose five criteria valid for this teaching portfolio.
Activities should draw on what students know (their experience, their current situation) and be relevant to them.

Activities should focus on students' outside of class needs and should be appropriate so that needs can be met.

Activities should allow students to problem solve, discover, and analyze so that students will be engaged and use language.

Activities should be as authentic as possible so that students see relationships with real language use.

Activities should be of various types and purposes to provide adequate practice.

CHAPTER 5 Form-Based Instruction for Academic Writing

Overview of the Content

In this chapter, important and urgent target components for L2 writers are introduced with detailed explanation. Of the significant academic writing characteristics, as previously mentioned, eight linguistic features were selected as teaching components for this teaching portfolio. By suggesting the rationales for selecting the components along with suggested key teaching points for each component, it can provide guidelines for teachers who are in need of resources to help complement students’ linguistic skills for L2 writing.

The eight components presented below are not in sequential order. According to classroom environment and teaching purposes, the order can be adjusted. Also when teachers encounter teachable moments for certain grammar or vocabulary, it might be the best time to teach them.

The selected target components are as follows:

1. Nouns and the noun phrase

2. Pronouns
3. Verbs
4. Verb tenses and aspects & Passive voice
5. Adjectives and adverbs: functions of adverb
6. Subordinate clauses
7. Cohesion and coherence
8. Hedging

Adapted from Hinkel (2004)

Each component contains the introduction of background and key teaching points:

- **Background:** The rationale for teaching this component in an academic writing class is clarified in this section.

- **Key teaching points:** In order to give a clear picture of the target component, the brief explanation is provided. The listed key points are based on Hinkel (2004)'s study.

Lastly, model activities conducive to implementing the target components in a classroom are suggested. This includes the explanation of purposes and procedures. Each activity can be applicable to teaching several grammar points and lexical groups. Depending on a classroom situation such as level of students and size of class, adaptation of the activities is recommended to have students more engaged in the activities.

**Target Component 1: Nouns**

**Background**

Acquiring sufficient vocabulary inventory plays a pivotal role in producing quality written discourse in academic studies. It is clear that redundancy of word use decreases the students' possible grade. Hinkel (2004) argues that especially nouns and verbs can have severe shortfalls in any discourse. As a result, expanding vocabulary range in nouns predominantly used in academic texts, teaching several noun-points that confuse L2 writers should be the main subjects
in this section.

Key teaching points,

- Highly frequent nouns in academic written discourse
- Nouns with articles and rules for distinction between countable and non-countable nouns
- Singular and plural noun forms with different meanings
- Use of nominalization
- Compound noun phrases
- Diverse lexical chunks with nouns and noun phrases

Target Component 2: Pronouns

Background

Fortunately, the number of pronouns is smaller than nouns, but pronouns are semantically rich in that pronouns can refer to the entire neighboring phrases or concepts. In addition, many students might not know that using first and second pronouns is not generally considered professional in academic written discourse (Hinkel, 2004). Regarding academic use of pronouns, teachers should indicate different types of pronouns with their distinct functions in academic texts.

Key teaching points

- Uses of personal, impersonal, demonstrative pronouns in academic discourse
- "It" structures
- Simple nouns semantically serving as the function of pronouns
- Indefinite pronouns rare in academic text
Target Component 3: Verbs

Background

Due to the significant role in sentence constructions, verbs deserve a great deal of attention in academic writing. First of all, expanding the range of verbs that are recurrently used in academic written discourse can increase the quality of students' academic writing, avoiding employing limited verbs repeatedly. Also contextualized meanings and functions of the verbs should be explicitly and intensively taught.

Key teaching points

- Important academic verbs
- Different types of verbs according to semantic domains

Target Component 4: Verb tense and aspect & passive voice

Background

Verb tense and aspect are also troublesome for non-native writers. Many studies show that choosing appropriate verb tense and aspect is fairly demanding for L2 learners. Biber et al. (1999) maintain that second language learners learn various kinds of tenses and aspects with their forms and functions. However, it is problematic when students face the moment to choose the right tense and aspect for their writing. Fortunately, in academic writing, it is less complicated because past and present tenses occupy a large portion of verb uses.

In addition, passive constructions are important to be offered because they tend to appear more frequently in academic texts than spoken discourse. Passive voice has several noticeable contextualized functions that are suitable for formal writing. A majority of second language students might know how to convert active voice forms to passive ones. However, this does not necessarily help students to be able to produce passive constructions appropriately in academic
writing. Therefore, students should know how passive constructions act in academic texts.

Key teaching points

- Meaning and functions tenses and aspects
- Common tenses and aspects in academic texts
- Forms and functions of the passive voice
- Contexts where the passive voice is used
- Verbs never used in passive constructions versus verbs frequently used as the passive voices in academic writing

Target component 5: Adjectives and adverbs

Background

According to Biber et al. (1999), adjectives and adverbs appear more frequently in academic writing than daily conversational discourse. Despite their heavy weight, non-native speakers have problems with adjectives and adverbs such as repeated use of intensifying adverbs (e.g., really, very) and predicative adjectives rather than attributive adjectives (Hinkel 2002; Swales & Feak, 1994).

Key teaching points

- Frequent adjectives and adverbs in academic writing
- Comparative and superlative in academic writing
- Prepositional phrases functioning as adjectives and adverbs
- Participles and infinitives functioning as adjectives and adverbs

Target component 6: Subordinate clauses

Background

It is believed that using complex sentences makes students’ writing sophisticated and
intelligent. Subordinate clauses are helpful in this sense. Moreover, they are closely related to organizing information and connecting ideas to produce cohesive writing. Because of their significance, these elements are provided in almost all textbooks for grammar and writing (Leki, 1999). However, it is more important to note that in academic writing only a few types of subordinate clauses are usually used. Therefore, students need to concentrate on those patterns.

**Key teaching points**

- The usage of adjective clauses and reduced clauses
- Characteristics of various adverbial clauses and reduced clauses
- Functions and structures of noun clauses in academic writing

**Target component 7: Cohesion and Coherence**

**Background**

"Cohesion refers to connections between sentences and paragraphs, and coherence can also refer to the organization of discourse with all elements present and fitting together logically" (Hinkel, 2004). To produce writing texts that are logical, cohesive and communicatively effective, rhetorical features of academic texts related should be emphasized in writing instruction. What is more, matters of the difficulties of cohesive devices that non-native writers usually encounter should be explicated for L2 academic writing.

**Key teaching points**

- Lexical and semantic cohesion
- Clarifying through examples
- Sentence transitions and connecting devices
Target component 8: Hedging

Background

Jordan (1997) argues that students may want to indicate certainty or commitment in different degrees to be cautious in varying opinions. Hyland (1998), with regard to this, argues that most ESL and EAP textbooks do not comprehensively include hedging strategies. He mentions that hedging with modal expressions should have more emphasis in academic writing. Hyland and Milton (1997) also suggest second language students have a huge problem conveying an adequate degree of caution and certainty. Consequently, this issue needs more attention in academic writing instruction.

Key teaching points

- Functions of hedges in academic texts
- Hedging with Modal verbs, adverbs, nouns and lexical verbs

Teaching Activities

Text analysis (Celce-Murcia, 2001)

- Purpose: to notice the usages of certain grammatical features or meaning and extra information about vocabulary in context
- Prepare a quality academic writing sample for students to analyze
- Ask students to pay special attention to certain elements of the sample and make a note about the uses and functions of the elements in the context
- Have students describe their findings from the analysis

Summarizing using vocabulary and grammar patterns (Zwier & Bennett, 2006)

- Purpose: To prepare for summary tasks, using target vocabulary and grammar patterns
- Explain the strategies for creating summaries such as identifying authors and connecting
words

- Ask students to include the vocabulary and grammar they learned in their summaries

**Word families and parts of speech (Wells, 2007)**

Purpose: To expand their vocabulary size based on word families and identify parts of speech

- Fill in a word family chart according to subheadings such as verbs, nouns, and adjectives
- Ask students to pay close attention to the suffixes while working on the word family chart
- If necessary, have students consult an English-English dictionary

**Sentence-level and text-level editing, targeting certain elements (Hinkel, 2004)**

Purpose: To build up students’ awareness of grammar and vocabulary errors and increase students’ error correction ability in target areas to prevent them from making the same mistakes in the future

- Provide students with sentences or texts that have missing elements or errors
- Ask students to identify incorrect elements or add the missing elements
- As a whole class, check the answers and have students explain their correction

**Text-level editing without target elements (Hinkel, 2004)**

Purpose: To increase general editing skills for advanced-level students

- Provide students with short or medium length text that has missing elements or errors
- In pairs, have students correct errors and add missing points

**Restating and Paraphrasing (Hinkel, 2004)**

Purpose: To raise the ability to make diverse sentences with same meanings and teach paraphrasing skills

- Start from sentence-level to the paragraph-level
- Give approximately 5 sentences with lists of substitution words for the targeting vocabulary
word(s) for each sentence

- Have students restate the sentences using the substitutions
- Ask students not to change the meanings of the original statements.
- Have students make a paragraph using all of the restated sentences

**Guided-writing; from sentences/paragraphs to an essay (Wells, 2007)**

Purpose: To organize paragraphs to make a complete essay, utilizing acquired vocabulary and grammar

- Present a prompt or topic and give some questions asking students’ opinion about the prompt or topic.
- Have students answer in sentences, encourage students to produce as many a sentences as they can, employing vocabulary and grammar they learned.
- Have students write an essay about the prompt or topic based on the sentences they produced earlier.

**Collocational matching (Nation, 2001)**

Purpose: to understand collocational use of words

- Give students two lists of words that they combine to create a set of collocations
- Ask students to make word combinations
- Have students develop sentences using the collocations
- If necessary, ask students to assess corpus data websites and refer to the authentic examples

**Collocations in authentic contexts (Dudley-Evans & St. John, 1998)**

Purpose: To use correct collocation in their writing

- Ask students to access corpus data websites
- Ask students to check whether they used correct collocations in their writing
• Have students replace wrong word combinations with the correct ones to make their writing natural

**Information transfer (Coxhead, 2006)**

Purpose: to enhance students’ application abilities by completing different forms of tasks

• Ask students to read a text containing academic vocabulary

• Ask them to construct a diagram or chart using a source text

**Teacher-guided dictionary activity (Hinkel, 2004)**

Purpose: To increase the ability to use an English-English dictionary to the best advantage

• Present how to use a dictionary to find various features of vocabulary such as a part of speech, connotative meanings, collocations, registers and styles

• Give students a list of words and ask them to find the meanings and extra information of the given words, using an English-English dictionary

**Word meanings (Schmitt & Schmitt, 2005)**

Purpose: to raise ability to figure out the meanings of words using context

• After reading a text, have students guess the meanings of the words in the text.

• Provide students with extra example sentences including the words

• Ask students to explain the word meanings or make adequate sentences using the words

**Writing based on charts or graphs (Coxhead, 2006)**

Purpose: To use students’ linguistic knowledge into authentic tasks

• Ask students to describe charts or graphs after analyzing the data in writing

• If appropriate, give students a list of vocabulary such as noun lists and verb lists that are suitable to describe the charts or graphs
Building semantic or functional clusters (Hinkel, 2004)

Purpose: to identify words' semantic or functional characteristics in order for students to develop how to make a good word choice

- Give students a list of words and ask to clarify according to the semantic features of the words
- If necessary, have students sort out the words under the subheadings that are classified by the similarities of meanings (e.g. report-verbs, organize-verbs, Function-verbs)

Sentence stems (Hinkel, 2004)

Purpose: to write a summary and an essay, utilizing a variety of sentence stems

- Give students summary related sentence stems and other types of sentence stems including, agreement/disagreement, topic sentences, and contrast/compare.
- Have students read a text and make a summary using sentence stems related to summaries
- Based on the summary, ask students to add their opinions (e.g. agreement or disagreement) to the summary and make an essay using other types of sentence stems.

Converting informal register to formal register

Purpose: to distinguish between informal register and formal register and apply proper style into writing depending on its formality

- Give students a sample of informal discourse with underlined expressions and words
- Ask students to change the informal register to formal register by replacing underlined words and expressions

The suggested grammar components in this chapter represent distinct features of academic writing for non-native writers. The ideas for activities appearing here enable teachers to efficiently teach these components. However, flexibility is almost always beneficial for a
language classroom. Therefore, I encourage teachers to tailor lessons to their target students' needs and specific classroom environment.

CHAPTER 6 Sample Lesson Plans

This chapter aims to supply teachers with sample lessons reflecting the grammatical and lexical forms introduced in this project. It is expected that these model lessons will allow teachers to comprehend how the form-based instruction can be implemented in a real academic writing class. It is hoped that teachers can use these as guides as they create their own language-focused writing lessons.

LESSON PLAN 1

Lesson Title

The ergonomics of sitting; Passive voice and AWL

Time

60 minutes

Materials

OHP / Transparency / Hand-outs for activities / Dictionary

Objectives

At the end of this course, students will be able to:

- understand the meanings of target vocabulary in context and employ them to construct sentences
- comprehend the additional features of the words such as collocations
- be adept at utilizing corpus data website for searching collocations and examples
- successfully understand the content of the reading text

Procedure
1. Getting ideas

- Ask students how they feel about the reading text they read for homework.
- Have students discuss the following questions with their partners.
  
  What do you think is the right way to sit? Do you sit properly?
  
  Have you ever experienced back pain or felt stiff due to the bad posture when you sit?
  
  How do you adjust your chair when you sit?

2. Vocabulary preview [handout 1.1]

- Give the list of target words (AWL) that they are going to see in the reading text. With a partner, look at the words together and check the meanings of the words with each other. If both of the students are not sure of the meaning, ask them to try to guess.

3. Reading [handout 1.2]

- Tell students that the target vocabulary is in bold. Ask them to pay close attention to them while they are reading. “How office space affects behavior.”

4. Comprehension I [handout 1.3]

- To check students’ understanding, ask students to mark each sentence true (T) or false (F).

5. Word meanings [handout 1.4]

- Have students guess the meanings of the target words in bold with their partners
- Ask students to refer to the hand-out for another context where the target words are used to figure out the meanings.
- If necessary, have students consult an English-English dictionary.
- Ask students to write the meaning of each word in their own words.

5. Comprehension II: writing with the target vocabulary [handout 1.5]

- Ask students to discuss the questions in a group of three or four.
• Ask students to articulate the vocabulary they learned when they discuss the answers.

• Individually write the answers in sentences based on the discussion with the peers.

6. Collocations

• Ask students to look at the words in the box. Have students write the combinations using the words in the box on the lines. [handout 1.6]

• (Homework) Tell students to access one of the corpus data websites and find the sentences that contain the collocations. [handout 1.7]

• Provide addresses of several corpus websites to find the sentences.

  Corpus of American University http://www.americancorpus.org

  British National Corpus http://www.natcorp.ox.ac.uk/index.xml

  Lexical Tutor http://www.lextutor.ca/

  Just the word http://193.133.140.102/JustTheWord/

  Collins Collocation Sampler http://www.collins.co.uk/corpus/CorpusSearch.aspx

7. Wrap-up

• Tell students that the second half of the lesson will continue next time.

LESSON PLAN 2

Lesson Title

The ergonomics of sitting; Passive voices and AWL

Time

60 minutes

Materials

OHP / Transparency / Handouts for activities / Dictionary
Objectives

At the end of this course, students will be able to:

- articulate the various uses and functions of passive constructions.
- distinguish verbs that are never used in passive voices
- write a cause and effect essay incorporating lexical and grammatical knowledge and rhetorical features of cause and effect writing

Procedure

1. Warm-up

- Ask students to recall what they learned last class.
- Review the vocabulary as a whole class using the collocation homework.

2. Target grammar 1: usage and functions of Passive constructions

- Have students recall what they know about general passive usage and functions.
- Have students underline passive constructions in the reading text.
- Have students discuss which function each passive construction has. As a whole class, review it.
- Explain the sophisticated function of the passive in academic writing through the examples. [handout 2.1]

3. Target grammar 2: More on passive constructions

- (Expansion) Divide students into small groups, and have students do the exercise regarding error correction of passive and active constructions in academic writing. After students are finished, follow-up with a whole-class review. [handout 2.2]
- (Expansion) Present that some verbs should be used in the active voice always.
- Have students mark (X) next to the verb that can never be used in passive voice and mark (V)
next to the verbs that can be used in passive voice. [handout 2.3]

• (Expansion) Provide students with the most common passive verbs in academic writing and other academic verbs predominantly used in the passive voice for their reference. [handout 2.4]

4. Guided-writing [handout 2.5]

• Have students read the prompt and answer the questions in sentences. Ask them to use the vocabulary words and target grammar patterns that you learned in this lesson.

5. Writing an essay

• (Homework) Ask students to write a cause and effect writing using the information students wrote in the previous activity.Ask them to use the vocabulary words and target grammar patterns that you learned in this lesson.

6. Wrap-up

• Explain students that they will receive feedback on their draft and revise it to make a final draft.
CHAPTER 7 Conclusion

Strengths

The most powerful strength of this teaching portfolio is in its specialization. First, it focuses on academic writing rather than abstract general composition. Second, it pays special attention to the development of the linguistic proficiency of second language writers. Third, it is ultimately designed to meet Korean students’ needs for academic writing who are planning to study in English speaking countries.

The focus of this project, form-focused instruction sometimes seems discriminated against by proponents of communicative approach in language teaching. However, through this research process, I was convinced that the effectiveness of explicit language instruction for L2 writers in academic writing is unquestionable. It is largely because language-centered lessons enable students to achieve accuracy of writing, which is an influential factor in students' writing evaluation.

Form-focused instruction is accelerated by the development of corpus research. Because a corpus offers fundamental data about predominant grammatical and lexical features in academic prose, students can achieve economy of learning by avoiding vague and unfocused instruction. There are mainly two other aspects essential for academic writing such as encouraging students’ logical thinking for organization of information and fostering their own responsibility for their writing process. After acquiring a strong foundation in language accuracy through form-focused instruction, I suggest that students need to enlarge their in-depth knowledge of rhetorical features of organization and the steps of writing process for their fluency in writing.

Form-focused writing instruction definitely occupies its own domain in the academic writing field largely due to the differences of language performance between L1 and L2. In this regard,
this teaching portfolio offers useful guidelines for teachers and students to rely on.

**Challenges and Weaknesses**

The challenge that I found during the research was to implement instruction related to various writing features in an integrated fashion. Although linguistic features do not correspond with other teaching points in class, it is still necessary to fit form-focused instruction to the content of the lesson. Therefore, expansion activities that could raise the occurrence of target language components were suggested.

One of the weaknesses may be with the data analysis. There is a possibility that students’ self-reporting might not be as precise as I expected. Participants in student survey marked grammar and vocabulary as the most worrying factors by a large difference in number. However, it could be interpreted that mistakes and errors on these two issues were more noticeable than another aspects in self-evaluation. Another issue of concern is that the writing instruction conducted for Korean language was not considered as a factor that might affect L2 writing proficiency. Further research could shed further light on these issues.

**Future Direction**

I have a strong belief that the suggested approach can effectively develop students’ academic writing performance. This project will be enriched and polished by adding more practical materials and techniques. I hope to have an opportunity to employ this specialized academic writing instruction in the near future.
REFERENCES


Hinkel, E. (2004). *Teaching academic ESL writing: practical techniques in vocabulary and*


university of Michigan.
APPENDIX 1

Interview Guide for writing teachers

1. How long have you taught ESL and EFL? How long have you taught academic writing?

2. What level is the proficiency level of the students you have taught?

3. Which language abilities are important for students to be successful academic writers? (e.g. grammar, vocabulary, reading)

4. When do you feel successful when teaching academic writing? (e.g. techniques, approaches, tasks)

5. When do you NOT feel successful when teaching academic writing? (e.g. techniques, approaches, tasks)

6. What kinds of difficulties do students have when they learn academic writing in class?

7. If you have ever taught academic writing to Korean students, have you found Korean students different from other students?

8. How important are vocabulary and grammar when you teach academic writing?

9. Do you think that students feel vocabulary and grammar are important in academic writing?

10. If an academic writing course heavily focused on vocabulary and grammar, how should it be implemented?
APPENDIX 2

Survey for Students Currently Studying at American Universities

The purpose of this survey is to collect information about academic writing for Korean students who are planning to study in American universities. The results of the survey will contribute to the development of an effective academic writing course that will provide academically bound Korean students with essential skills and strategies for their academic success. Your survey responses will be strictly confidential and will not be used for any other purposes. Thank you for your participation.

July, 2008

Jiwon Chun
jchun2@uoregon.edu
Language Teaching Specialization Program
Graduate School of Linguistics
University of Oregon

1. What is your level of overall English abilities compared to other international students in your classes?
   □ Outstanding □ above average □ average □ below average □ unsatisfactory

2. What is your level of English abilities for each skill compared to other international students in your classes?

2-1. Reading
   □ Outstanding □ above average □ average □ below average □ unsatisfactory

2-2. Writing
   □ Outstanding □ above average □ average □ below average □ unsatisfactory

2-3. Listening
   □ Outstanding □ above average □ average □ below average □ unsatisfactory

2-4. Speaking
   □ Outstanding □ above average □ average □ below average □ unsatisfactory

2-5. Vocabulary
   □ Outstanding □ above average □ average □ below average □ unsatisfactory
2-6. **Grammar**
☐ Outstanding ☐ above average ☐ average ☐ below average ☐ unsatisfactory

3. In which area, do you feel the **most confident** when you study at American universities?
(Check one)

☐ Understanding lectures
☐ Writing assignments
☐ Speaking in class
☐ Understanding course books
☐ Others

4. In which area, do you feel the **least confident** when you study at American universities?
(Check one)

☐ Understanding lectures
☐ Writing assignments
☐ Speaking in class
☐ Understanding course books
☐ Others

5. What writing assignments are **frequently** required when you study at American universities?
(Check as necessary)

☐ Case study reports
☐ Reaction paper to articles and reading
☐ Reviews
☐ Literature review
☐ Research projects / research paper
☐ Summaries
☐ Analysis of data
☐ Experiment reports
☐ Others

6. What **difficulties** do you have as you complete the writing assignments above?
(Check as necessary)

☐ Staying focus on a topic
☐ Organizing paragraphs in a logical way
☐ Using appropriate vocabulary and expressions
☐ Constructing effective sentences with correct grammar
☐ Generating main ideas and supporting ideas
7. If you could have focused on academic writing before studying in America, what would it have been? (Check as necessary)

☐ Staying focus on a topic  
☐ Organizing paragraphs in a logical way  
☐ Using appropriate vocabulary and expressions  
☐ Constructing effective sentences with correct grammar  
☐ Generating main ideas and supporting ideas  
☐ Spelling and punctuation  
☐ Using sources to avoid plagiarism  
☐ Others ________________________________

8. How important is academic writing to be successful at American universities?
☐ very important  ☐ important  ☐ average  ☐ less important  ☐ not important

9. How well were you prepared for academic writing before starting your study at American universities?
☐ very well-prepared  ☐ well-prepared  ☐ average  ☐ below average  ☐ unsatisfactory

Background information

1. Gender: ☐ F ☐ M
2. How long have you studied in American universities? __________________________
3. Are you an exchange student? ☐ Yes ☐ No
4. What university are you attending in America? __________________________
5. What program are you in?
☐ Undergraduate program in __________________________ what year? _________
☐ Graduate program in __________________________ what year? _________

- Thank you -
APPENDIX 3 Analysis of Student Survey

Q1. Language abilities (N=17)

<table>
<thead>
<tr>
<th></th>
<th>outstanding</th>
<th>above average</th>
<th>average</th>
<th>below average</th>
<th>unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>0 (0%)</td>
<td>9 (52.9%)</td>
<td>6 (35.3%)</td>
<td>2 (11.8%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Q2. Language abilities (N=17)

<table>
<thead>
<tr>
<th></th>
<th>outstanding</th>
<th>above average</th>
<th>average</th>
<th>below average</th>
<th>unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0 (0%)</td>
<td>7 (41.2%)</td>
<td>9 (52.9%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Writing</td>
<td>1 (5.9%)</td>
<td>6 (35.3%)</td>
<td>9 (52.9%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Listening</td>
<td>1 (5.9%)</td>
<td>8 (47.1%)</td>
<td>7 (41.2%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Speaking</td>
<td>0 (0%)</td>
<td>4 (23.5%)</td>
<td>10 (58.5%)</td>
<td>3 (17.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>0 (0%)</td>
<td>5 (29.4%)</td>
<td>11 (64.7%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Grammar</td>
<td>0 (0%)</td>
<td>11 (64.7%)</td>
<td>5 (29.4%)</td>
<td>1 (5.9%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Q3. Most confident areas (N=17)

<table>
<thead>
<tr>
<th></th>
<th>understanding lectures</th>
<th>writing assignments</th>
<th>speaking in class</th>
<th>understanding course books</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 (29.4%)</td>
<td>2 (11.8%)</td>
<td>1 (5.9%)</td>
<td>7 (41.2%)</td>
<td>2 (11.8%)</td>
</tr>
</tbody>
</table>
Q4. Least confident areas (N=17)

<table>
<thead>
<tr>
<th>Understanding lectures</th>
<th>Writing assignments</th>
<th>Speaking in class</th>
<th>Understanding course books</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (5.9%)</td>
<td>5 (29.4%)</td>
<td>9 (52.9%)</td>
<td>0 (0%)</td>
<td>2 (11.8%)</td>
</tr>
</tbody>
</table>

Q5. Frequent assignment (N=36, multiple answer question)

<table>
<thead>
<tr>
<th>Q5. What writing assignments are frequently required when you study at American universities?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study reports</td>
<td>3 (8.3%)</td>
</tr>
<tr>
<td>Reaction paper to articles and reading</td>
<td>10 (27.8%)</td>
</tr>
<tr>
<td>Reviews</td>
<td>2 (5.6%)</td>
</tr>
<tr>
<td>Literature Review</td>
<td>3 (8.3%)</td>
</tr>
<tr>
<td>Research projects /research paper</td>
<td>8 (22.2%)</td>
</tr>
<tr>
<td>Summaries</td>
<td>3 (8.3%)</td>
</tr>
<tr>
<td>Analysis of data</td>
<td>5 (13.9%)</td>
</tr>
<tr>
<td>Experiment reports</td>
<td>2 (5.6%)</td>
</tr>
<tr>
<td>Others</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Q6. Difficulties of writing assignments (N=32, multiple answer question)

<table>
<thead>
<tr>
<th>Q6. What difficulties do you have as you complete the writing assignments above?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying focus on a topic</td>
</tr>
<tr>
<td>Organizing paragraphs in a logical way</td>
</tr>
<tr>
<td>Area</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Using appropriate vocabulary and expressions</td>
</tr>
<tr>
<td>Constructing effective sentences with correct grammar</td>
</tr>
<tr>
<td>Generating main ideas and supporting ideas</td>
</tr>
<tr>
<td>Spelling and punctuation</td>
</tr>
<tr>
<td>Using sources to avoid plagiarism</td>
</tr>
<tr>
<td>Others</td>
</tr>
</tbody>
</table>

Q7. Areas students wish they had studied before (N=37, multiple answer question)

<table>
<thead>
<tr>
<th>Area</th>
<th>Count (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying focus on a topic</td>
<td>3 (8.1%)</td>
</tr>
<tr>
<td>Organizing paragraphs in a logical way</td>
<td>7 (18.9%)</td>
</tr>
<tr>
<td>Using appropriate vocabulary and expressions</td>
<td>7 (18.9%)</td>
</tr>
<tr>
<td>Constructing effective sentences with correct grammar</td>
<td>10 (27.0%)</td>
</tr>
<tr>
<td>Generating main ideas and supporting ideas</td>
<td>5 (13.5%)</td>
</tr>
<tr>
<td>Spelling and punctuation</td>
<td>3 (8.1%)</td>
</tr>
<tr>
<td>Using sources to avoid plagiarism</td>
<td>2 (5.4%)</td>
</tr>
<tr>
<td>Others</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Q8. Importance of academic writing (N=17)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Count (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>very important</td>
<td>11 (64.7%)</td>
</tr>
<tr>
<td>important</td>
<td>6 (35.3%)</td>
</tr>
<tr>
<td>Average</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>less important</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>not important</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
Q 9. The degree of preparation for academic writing (N=17)

Q9. How well were you prepared for academic writing before starting your study at American universities?

<table>
<thead>
<tr>
<th>very well-prepared</th>
<th>well-prepared</th>
<th>Average</th>
<th>below average</th>
<th>unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (0%)</td>
<td>1 (5.9%)</td>
<td>10 (58.8%)</td>
<td>4 (23.5%)</td>
<td>2 (11.8%)</td>
</tr>
</tbody>
</table>
**APPENDIX 4 Handouts for lesson plan 1, 2**

**[Handout 1.1]**

Target vocabulary (AWL words)

<table>
<thead>
<tr>
<th>Adapt</th>
<th>establish</th>
<th>overall</th>
<th>stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic</td>
<td>hence</td>
<td>overlap</td>
<td>sufficient</td>
</tr>
<tr>
<td>approximately</td>
<td>incorporate</td>
<td>parallel</td>
<td>theory</td>
</tr>
<tr>
<td>Assess</td>
<td>injured</td>
<td>period</td>
<td>transmit</td>
</tr>
<tr>
<td>contracted</td>
<td>internal</td>
<td>preceding</td>
<td>undergo</td>
</tr>
<tr>
<td>discriminating</td>
<td>military</td>
<td>series</td>
<td>volunteer</td>
</tr>
</tbody>
</table>
THE ERGONOMICS OF SITTING

The modern office has undergone many changes in the past 150 years. Now equipped with computers, it looks nothing like the rooms in which male clerks once wrote entries in account books or penned letters. By the middle of the twentieth century, clerks had changed from standing at work to sitting, and most office employees were females. The idea, however, that “healthy sitting is sitting upright” was still dominant, and modern office furniture was designed for that body position.

In 1925, rows of office clerks make manual entries to ledgers.

SITTING AND STANDING

In the workplace, most employees either have to stand or sit for many hours each day. Sitting is a much less tiring posture than standing, mostly because it requires fewer muscles to be contracted to stabilize the seated body and keep it upright. But theories about the best way to sit vary widely.

In 1884, the scientist Staffel published his theories about proper “healthy” sitting postures. He recommended a straight posture of the trunk, neck, and head, similar to the desired back posture when standing erect. This simple concept of “healthy” sitting was accepted by doctors, teachers, parents, and the military and has endured for a surprisingly long time. For at least a century, people have believed that standing and sitting with a straight back is physically desirable and socially proper for pupils and adults alike. Of course, there is nothing wrong with voluntarily sitting or standing upright, but it is unreasonable to require that a straight back be maintained for long periods of time, such as while sitting in the office at work. This is because the human body is adapted to change—to moving around—but not to standing still or sitting still. Sitting or standing still for extended periods is uncomfortable and leads to many problems, such as poor blood circulation and too much fluid build-up in the lower legs.

PRESSURE IN THE BACK WHILE SITTING

Scientists have performed many experiments to learn about how pressure in the spine varies according to different sitting and standing positions. When the volunteers they studied were standing at ease (see Figure 11.1 on the following page), the forces in the spine were in the neighborhood of 330 newtons. (The newton [N] is a unit used to measure force.) The force increased by about 100 N when the subjects sat on a seat with their arms supported, but without a backrest. Sitting relaxed, but letting the arms hang down, increased the internal force to nearly 500 N. Thus sitting down produced an increase in the force on the lower part of the spine compared with standing, but the differences among sitting postures were not quite as pronounced. However, this changed if the chair had a backrest (see Figure 11.2. on the following page). Leaning back over a small backrest and letting the arms hang down reduced the internal compression forces to approximately 400 N. This type of analytic study indicates the importance of supporting the back by leaning it on a rearward-declined
backrest and by maintaining the natural shape of the spine. Leaning the backrest past the vertical (a line pointing straight up and down) brings about decreases in internal force, because part of the upper body weight is now transmitted to the backrest and hence does not rest on the spine. One summary of the available research concluded that relaxed leaning back against a rearward-declined backrest is the least stressful sitting posture and this position is often used by office workers if the shapes of their chairs permit it.

THERE IS NO ONE HEALTHY POSTURE

Neither theories nor practical experiences support the idea of a single healthy, comfortable, efficient sitting posture. Thus, the traditional assumption that everybody should sit upright and that furniture should be designed to that end is mistaken. Instead, there is general agreement that many postures may be comfortable (healthy, suitable, efficient, etc.) for short periods, depending on one's body type, physical preferences, and work activities. Consequently, furniture should allow for body movements and various postures. For example, workers should be able to make adjustments to seat height and angle, backrest position, and other key design features of their chairs. Motion, change, variation, and adjustment to fit the individual are central to a person’s well-being while sitting.

COMFORT VS. DISCOMFORT

The concept of comfort, as related to sitting, was hard to grasp as long as it was defined, simply and conveniently, but falsely, as the absence of discomfort. In a 1997 study of chairs, researchers Helander and Zhang showed that, in reality, comfort and discomfort are not two extremes in a single scale. Instead, there are two scales, one for comfort and the other for discomfort. These scales are not parallel, but they do partly overlap. Discomfort is expressed in such terms as feeling stiff, tired, restless, sore, and in pain. Chair users can rather easily describe design features that result in feelings of discomfort, such as chairs in wrong sizes, those that are too high or too low, or those with hard surfaces or edges; but avoiding these design flaws does not by itself make a chair comfortable.

Comfort when sitting is associated with feelings of well-being—support, safety, pleasure, relaxation, rest, warmth, softness, and spaciousness. However, exactly what feels comfortable depends very much on the person, individual habits, the environment and the task, and the passage of time.
Helander and Zhang characterized discomfort and comfort separately with respect to sitting in a chair. Participants were given a series of statements expressing feelings or impressions about both the chair and its effects on the body or mind. For each statement below, they were asked to rate their discomfort and comfort on a scale from 1 to 9, 1 being "not at all" and 9 being "extremely."

<table>
<thead>
<tr>
<th>Comfort</th>
<th>Discomfort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel relaxed.</td>
<td>1. I have sore muscles.</td>
</tr>
<tr>
<td>2. I feel refreshed.</td>
<td>2. I have heavy legs.</td>
</tr>
<tr>
<td>3. The chair feels soft.</td>
<td>3. I feel uneven pressure.</td>
</tr>
<tr>
<td>4. The chair is spacious.</td>
<td>4. I feel stiff.</td>
</tr>
<tr>
<td>5. The chair looks nice.</td>
<td>5. I feel restless.</td>
</tr>
<tr>
<td>6. I like the chair.</td>
<td>6. I feel tired.</td>
</tr>
<tr>
<td>7. I feel comfortable.</td>
<td>7. I feel uncomfortable.</td>
</tr>
</tbody>
</table>

Unless a chair was truly unsuitable, Helander and Zhang found it difficult to rank the chair by attributes of discomfort because the body is surprisingly adaptive (except when the sitter has a bad, or injured, back). By contrast, the ways in which comfort was described proved sensitive and discriminating for ranking chairs in terms of preference. Helander and Zhang's subjects found it easier to rank chairs in terms of their overall comfort or discomfort when provided with the preceding detailed descriptive statements. The rankings of chairs were established early during the trials and did not change much with the length of time the subject sat. Still, it is not clear whether a few minutes of sitting in chairs is sufficient to assess their comfort or discomfort or whether it takes longer trial periods.

An ergonomically-designed office workstation depends on many factors, such as furniture, computer equipment, and the environment. All of these factors must "fit" the person. Because our bodies must be allowed to move and assume various postures, modern design models for furniture need to incorporate the full range of body sizes and working postures among humans. Only then will we be able to work in comfort.


---

**Handout 1.3**

**Directions**
Mark True (T) or False (F) based on the reading.

- ____ Now designing comfortable chairs is easy due to the development of technology.
- ____ If you sit upright, you can be comfortable for a long time.
- ____ People should learn the right posture when they sit in a chair.
- ____ According to a study of chairs conducted by Helander and Zhang, there is not a clear distinction between comfort and discomfort.
Directions
Write the meaning of each word in bold in your own words.

1. Companies that set up offices in foreign countries often need to adapt traditional working practices to suit local customs and conditions.

2. No one actually counted the number of people at the political rally, but some newspapers reported that approximately 1,200 people had attended.

3. About 4.5 million years ago, a large cloud of gas slowly contracted under gravity into the flowing ball that became the sun.

4. Researchers have established a clear link between smoking and cancer.

5. Courses that prepare students for careers in the science normally incorporate a lot of mathematics.

6. Everyone hoped that the problems between the two countries could be solved by talks between their leaders rather than by military means.

7. Although the number of robberies has risen in the last year, the overall crime rate for the city has gone down.

8. During the 1950s’ space race, scientists in both the United States and the Soviet Union were carrying out parallel research programs in the area of rocket science.

9. In order to understand the origins of World War II, you must know something about the peace treaties for the preceding war.

10. The companies’ recruitment procedures have undergone a number of changes that will be tested at the university careers fair.

11. The final exams period can be very stressful for students, so to avoid getting sick, they should eat well and get plenty of exercise and sleep.
12. Einstein’s **theory** of relativity describes the relationship between time, space, and movement.

13. Higher education aims to develop **analytic** thought by encouraging students to examine and question in detail the accepted ideas of everyday life and culture.

14. The magazine Consumer Reports **assesses** products such as fitness equipment on the basis of price, usability, ergonomics, and construction.

15. A **discriminating** collector of art will attend only the best sales in hopes of purchasing high-quality paintings.

16. In the tropics, even superficial **injuries** need to be treated promptly to avoid infection.

17. The **internal** ear is the innermost part that includes the ear canal, vestibule, and cochlea.

18. Because much of the content of history and politics **overlaps**, students majoring in these subjects often hard several classes.

19. The contract gave the buyers a thirty-day **period** during which they could change their minds and receive a full refund on the purchase price.

20. Most research findings are based on information assembled from a **series** of studies rather than from one single piece of research.

21. The lack of **sufficient** jobs is a major reason for urban poverty in developing countries.

22. Although humans communicate many of their emotions through words, we also **transmit** our feelings through facial expressions and gestures.

23. Many charities use **volunteers** to run their operations so that money received from donations is not spent on staff salaries.
[Handout 1.5]

Directions
Discuss the questions with your group and write the answers on your own.

Q1. What is the main idea of the whole text?

Q2. The text has four parts with the subheadings below. What are the main ideas for each part?

1. Sitting and standing

2. Pressure in the back while sitting

3. There is no one healthy posture

4. Comfort vs. discomfort

[Handout 1.6]

Adapted from Schmitt & Schmitt (2007)

Directions
Write the word in the box that can occur with the words under each number.

<table>
<thead>
<tr>
<th>approximately</th>
<th>overall</th>
<th>stressful</th>
<th>transmit</th>
</tr>
</thead>
<tbody>
<tr>
<td>military</td>
<td>preceding</td>
<td>sufficient</td>
<td>undergo</td>
</tr>
</tbody>
</table>

1. _________
treatment
examination
charge
surgery

2. _________
impact
performance
usefulness
reliability

3. _________
one-third
forty percent
ten minutes
sixty dollars

4. _________
job
Lifestyle
conditions
events

5. _________
junta
attaché

6. _________
section
year

7. _________
signals
data

8. _________
evidence
time
[Handout 1.7]

Directions
Access the internet corpus data and write sentences on the lines that contain one of the collocations for each number.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________

[Handout 2.1]
Adapted from Hinkel (2004)

Example 1.

The population problem is most pronounced in Third World nations. The population of the African continent exceeds 650 million.

Example 2.

In the 1930s and 1940, live music was generally considered superior to recorded music. Early disk jockeys made a significant contribution to change the public opinion.

Example 3.

The second strategy, known originally as the “spectacular,” is today recognized by a more modest term, the “television special.” At NBC, Weaver bought special programs, like Laurence Olivier’s filmed version of Richard III.

Teacher’s note
This construction locates the new/important idea to the end of the sentence and help generate lexical and semantic cohesive chain by connecting the end of the first sentence to the beginning to the next.
Directions
Please decide which structures should be used in the active or the passive voice to improve the text. Some structures should be converted (1) from active to passive, others (2) from passive to active, and (3) some should be left unchanged. Also please pay special attention to (4) various types of errors and (5) the uses of by-phrases. It is your decision how to improve this text, but your goal is revise it to help its author get the highest grade possible. Please be ready to explain why you think a particular structure should be rewritten and how your revision improves the original.

When the world population increases dramatically, more food is demanded by all people. Only 40 years ago, the world population was counted at 4 billion, in 1990 it was 5.3 billion, and it expects to grow to 8 billion by the year 2020. However, the speed of food production cannot be kept up the rate of growth of population under the limited farmland, and it is already fallen far behind the demand. This problem could solve by the development of engineered foods. The new biotechnology can be contributed by increasing the productivity of crops and improve diversification in food sources.

It is clear that to eliminate hunger is involved expansion of crop production. The potential yield of existed crops is necessary to decrease or eliminate hunger, and in the process, the environment cannot be destroyed. This be required further scientific advances in food production, and plant biology can play an important role in it. Growing new crops requires the use of various pesticides and irrigation, in addition to fertilizing. Creating new foods is requires changing the local crops by the agricultural scientists because it is possible to obtained certain plants that can be made more productive and better adaptive. A «miracle rice» was developed under this process at the founded International Rice Research Institute in the Philippines in the 1970s by biologists. The Researchers created a new shorter rice plant with better crops. The new rice was matured more quickly so farmers did not lost their crops to floods. Engineered plans also have the ability to reduce the use of chemicals. The cost to farmers will be reduced, and the pollution will be decreased as well.

Opponents argue that engineered foods offend nature. They think that the creation of a new type of life form should be left alone and evolution will be taken care of that by itself. They have these ideas only because people are always distrusted new products, particularly food. We should know that traditional creating of new crops is almost as old as agriculture. The first farmer who was bred the best bull with the best cow in the heard to improve the stock, was implemented agricultural engineering in a very simple way. The first baker who used yeast to make bread pie was also used a lining thing to produce an improving product. Science always finds new wyas for them to introduce quickly and directly a specific crop, and animal improvements will lead to more people with food by technology. These days, it can take a decade to produce something that, was taken by generations of farmers to come up with.

(Extracted from a student assignment on world hunger and biotechnology)
**[Handout 2.3]**

**Directions**
Mark (X) next to the verb that can never be used in passive voice and mark (V) next to the verbs that can be used in passive voice. Two of the verbs are done for you as an example.

<table>
<thead>
<tr>
<th></th>
<th>rest</th>
<th>perform</th>
<th>X lack</th>
<th>know</th>
<th>use</th>
<th>belong</th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
<td>appear</td>
<td>consist</td>
<td>last</td>
<td>prepare</td>
<td>view</td>
<td></td>
</tr>
<tr>
<td>hold</td>
<td>derive</td>
<td>last</td>
<td>occur</td>
<td>need</td>
<td>arrive</td>
<td></td>
</tr>
<tr>
<td>define</td>
<td>come</td>
<td>keep</td>
<td>fall</td>
<td>replace</td>
<td>say</td>
<td></td>
</tr>
<tr>
<td>stay</td>
<td>lose</td>
<td>note</td>
<td>die</td>
<td>V consider</td>
<td>remain</td>
<td></td>
</tr>
<tr>
<td>resemble</td>
<td>wait</td>
<td>do</td>
<td>show</td>
<td>belong</td>
<td>seem</td>
<td></td>
</tr>
</tbody>
</table>

**[Handout 2.4]**

**The most common passive verbs in Academic Writing**

<table>
<thead>
<tr>
<th>made</th>
<th>seen</th>
<th>found</th>
<th>considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>given</td>
<td>used</td>
<td>done</td>
<td>shown</td>
</tr>
</tbody>
</table>

**Other common passive verbs in Academic Writing**

- achieved
- aligned (with)
- applied
- approved
- asked
- associated (with)
- attributed (to)
- based (on)
- born
- brought
- calculated
- called
- deemed
- defined
- derived
- described
- designed
- determined
- discussed
- distributed
- documented
- drawn
- entitled (to)
- estimated
- formed
- given
- grouped (with/by)
- held
- identified
- illustrated
- inclined
- intended
- introduced
- involved
- kept
- known
- measured
- needed
- noted
- observed
- obtained
- performed
- plotted
- positioned
- prepared
- presented
- recognized
- regarded
Prompt
Recently more and more office workers are suffering from repetitive strain injuries that cost their companies a considerable amount of money because of lost work time.

Q1. What are some of causes of this problem?

Q2. Do you think this is a serious problem? Why or why not?

Q3. What can be done to help solve this problem?

Q4. What do you think will happen if this problem is not solved?