

In the name of God,
the most compassionate,
the most merciful

A workshop on English for Academic Purposes



To start with , please answer these 23 questions.

A rectangular sign with a white background and a red border. The sign is tilted slightly to the right. It features the text "ARE YOU READY?" in a bold, red, sans-serif font. The words "ARE YOU" are on the top line, and "READY?" is on the bottom line.

**ARE YOU
READY?**

1. Have you ever taken language courses?
2. How long have you studied that?
3. How many languages can you speak?
4. How have you learned them?
5. How well can you speak that language?
6. Was (is) English among the languages you want to learn?



7. Why is English so important?

8. What can you do with English?

9. What is your English level?

10. Can you speak it?

11. What skills are needed?



12. Have you ever felt embarrassed because of your English?

13. Have you ever regretted about it?

14. Have you ever failed to understand a text or an e-mail?

15. Have you ever wished you could have been fluent in English?

16. Have you ever felt jealous of the people who could easily read , write, understand and speak English?



17. Are you a successful person?

18. What is the last degree you have obtained?

19. Do you think there is still room for more success?

20. Do you think English is necessary for your success?

21. What have you done about it?

Or

22. What are you going to do about it?



You are not alone!

23. Do you want to start right now?

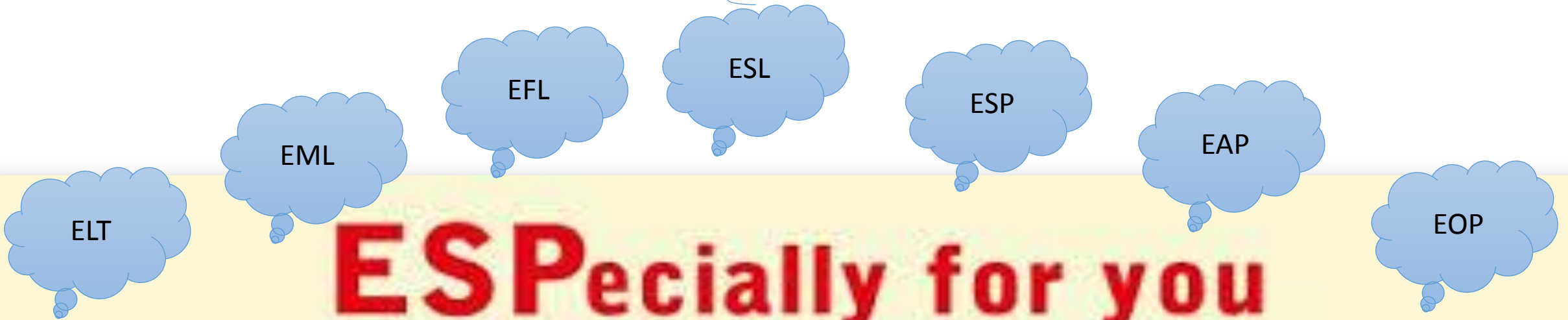
There are thousands of professionals out there who feel like you.

It is never late to start....just do it!



➤ English for Specific Purposes

Demands of the brave new world
A revolution in linguistics
Focus on needs



➤ Academic settings:

At a Local level : gatherings, meetings , discussions

At a Global level:

Seminars

Conferences

congresses

symposiums

webinars



What they share in common is:

A degree of formality

Specific procedure : openings, closings, other sections

People and their positions or responsibilities

and

Leveled English

But how much English should we know to participate without fear?

It all depends on your professional /academic goals and

How much you want to excel

That is where EAP steps in:

It aims to:



spot the needs of academics



analyze their situations and objectives



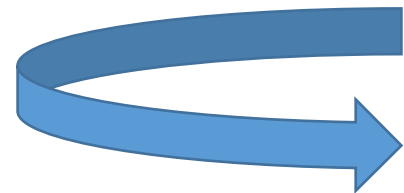
elaborate on the scope of the field



prepare them for a real-life success

Taking all these into account, EAP helps you

- be able to read sufficiently and extensively in your major
- comprehend, analyze and make inferences
- think critically
- write papers, correspond to authors
- listen to lectures, professors
- attend seminars, conferences and take an active role
- share ideas, get your messages across
- gain global recognition



The ultimate goal

This will:

Broaden your horizons

Make you focused

Clear your path

Free you from the constraints of learning everything in a language

Give you a sense of self-confidence and achievement

Save you extra time and money in fulfilling your duties

And

Give you the right image in the academic universe where knowledge knows no boundaries.

Welcome

Let us get familiar with some terminologies we encounter in academic settings:

Agenda	assembly	declare	nominate	second
Call for the orders	On behalf of	executive	pend	secretary
Ad hoc	chair	Extraordinary meeting	preside	delegate
adjourn	Consensus (reach)	floor	proxy	announcement
amendment	convention	minutes	quorum	Propose (a motion)

Opening the meetings:

The chair(man) ? is speaking

The chairperson is speaking.

1. Ladies and Gentlemen . . .

2. It is indeed a pleasure to welcome you to the nth Conference on . . .

3. On behalf of all who worked so diligently (hard working), I extend a sincere “*welcome*” to each of you.

4. I am pleased to extend greetings to all of the participants in this meeting.

5. It gives me great pleasure to declare the session open.

6. At the beginning of this meeting allow me to inform you about . . .

- **Conference participants are speaking:**

1. I appreciate the opportunity to present my views on . . .
- 2.. It is the purpose of this report to describe the phenomena . . .
3. Our experiments revealed that . . .
4. *Let's attempt to clarify the procedure...*
5. We are in a nutshell.
6. *Let me elaborate on....*
- 7.I am afraid, my time has expired.
8. *Thank you very much for your...*
- 9.In case there is any question, I am at your proposal..
- 10.*I'm afraid...*

• Closing a conference:

1. I will now give a brief resume of the main problems dealt with at this session.
2. In summary it may be said that . . .
3. In conclusion of this discussion it may be said that . . .
4. I think we can end the discussion on this point if you agree.
5. If no one else wishes to say anything, I think I can close this general discussion.
Thank you, ladies and gentlemen.
6. Thank you very much for all contributions, your attention and discussion. The conference continues with an evening programme at 8p.m. in the Hall. I hope to meet you all soon.
7. Meanwhile, enjoy your stay here.

Note that:

Culture plays a significant role.

We need to learn the “dos and don'ts”.

Social etiquettes should be taken into account.

We should know our addressees.

Our “accent” is nothing to be ashamed of.

A standard English is needed not a perfect one.

We can always ask for clarifications and further explanation.

Foreigner talk

A “smile” is translated the same in all languages.

A friendly tone, a formal tone, a humorous tone

Things can always go wrong...

Can you give some examples?

Keep smiling....do not fly into a rage...keep things under control.

Ask for help.

Use gestures.

Never miss a chance to apologize.

Get ready for the BIG day long before.



In God We Trust

English for Academic Purposes(2)
Scientific papers

By: Fateme Zununi
Bahman, 1396



T H A N K Y O U

Structure of a scientific paper



➤ Title:

Choose a title which is simple, attractive and one that accurately reflects the investigation.

(phrases to avoid: investigation, study , novel , etc)

➤ Abstract:

The first few phrases and lines show what the study is about. It must be concise and informative

(avoid detailed procedures)

➤ Introduction

Start with a general background. Add some paragraphs talking about former research. Point out the issues you want to address

➤ Experimental section

Material and methods, characterizations, measurement and data analysis

➤ Results and discussions

Discuss the results in a clear manner, include graphs, tables, charts.

➤ Conclusion

Include the results with further discussions and the scope of the work.

➤ Acknowledgment

➤ references

What makes a good research paper? Silverman 2000

1. Conceptualization and the theoretical basis of the work
2. Analytical framework and hypotheses
3. Research design
4. Results and discussions
5. Conclusion of the papers



10 top reasons manuscripts are rejected (J .Pearson)

1. Inappropriate or incomplete statistics
2. Overinterpretations of the results
3. Inappropriate or suboptimal instrumentation
4. Sample too small or biased
5. Text difficult to follow



10 top reasons manuscripts are rejected

(J .Pearson)

6. Insufficient problem statement
7. Inaccurate or inconsistent data reported
7. Incomplete, outdated review of the literature
9. Insufficient data presented
10. Defective tables or figures



What's more:

Problematic English

agrammaticality

wrong collocations

inappropriate phrasing

no cohesion(syntactic)

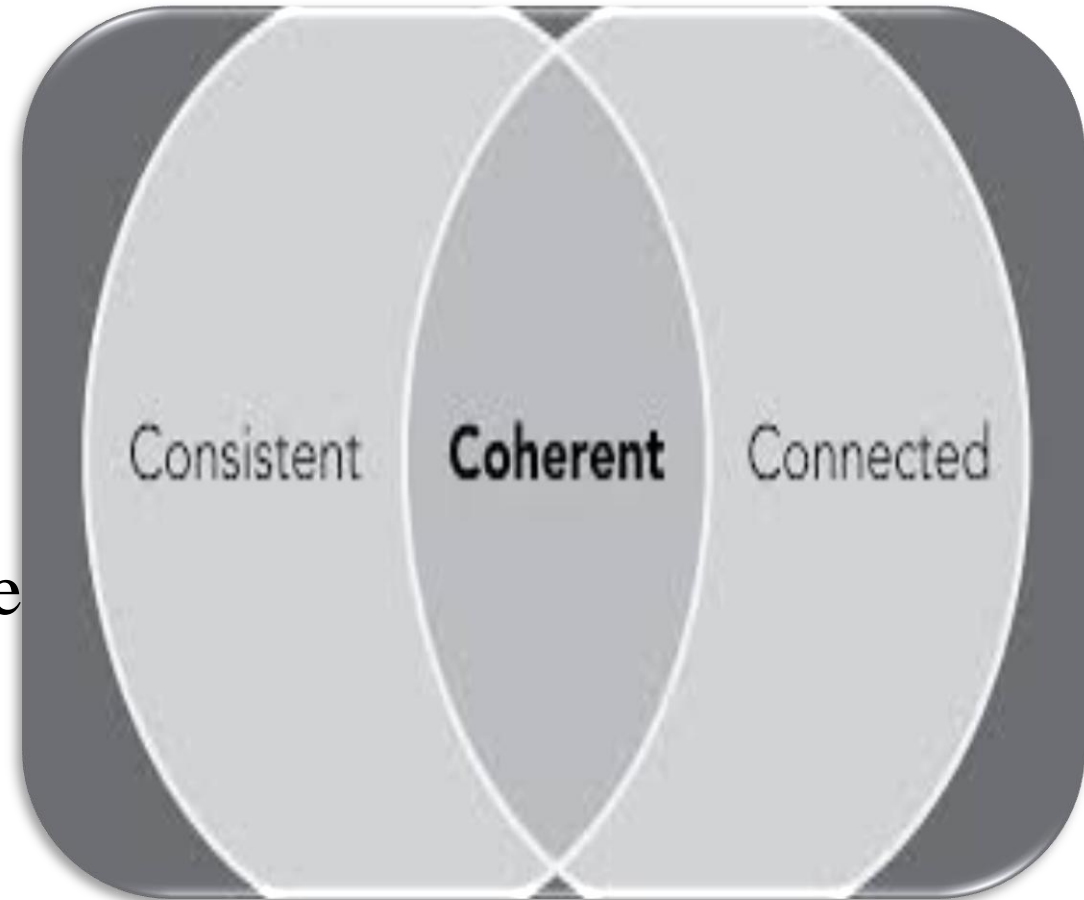
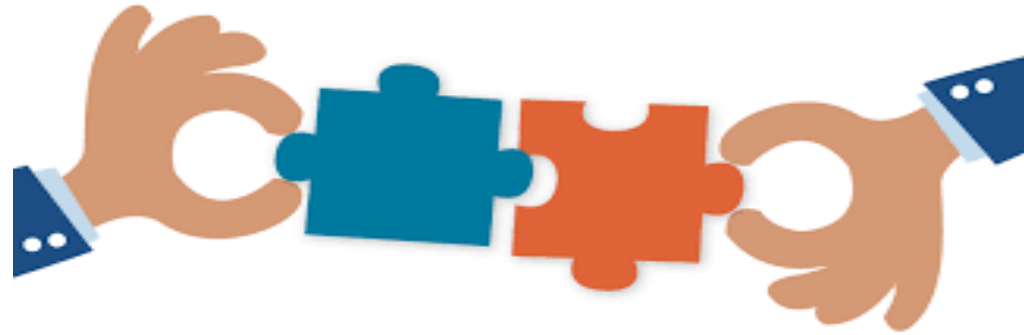
no coherence(semantic)

lack of discourse markers

colloquial/informal/literal/ tone

ambiguity

punctuation



Let's get back on sections of papers

What comes first

What comes next

And what comes last

Things can change (designs, procedures, ..



Abstracts

Abstracts are short, informative writings that serve as screening tools or previews for research papers, conference presentations, and other communications.

Writers in all contexts give their texts similar functions such as "reviewing literature", "identifying a problem" or "describing an approach". These functions are called rhetorical moves.

A move :

is a section of a text that performs a specific communicative function.

has its own purpose and contributes to the overall communicative purposes of the genre.

- five rhetorical moves that can appear in abstracts include:

1. Introducing background or problem;
2. Presenting current research with justification and/ or purpose;
3. Describing methodology;
4. Reporting results;
5. Interpreting results.

The length can vary (from a phrase to sentences) and some moves may be omitted depending on the abstract's audience and purpose.

Move 1.

Introducing Background or Problem

To embark on writing an abstract, one should answer two basic questions:

1. what is currently known?
2. what is the gap in knowledge?

Ex: Children undergoing long-term hospital care face problems of isolation from their familiar home and school environments; This isolation has an impact on the emotional wellbeing of the child.

Move 2.

Presenting Current Research With Justification

The second rhetorical move a researcher is expected to make is the function of responding to the following questions:

1. *what is this study's aim?*
2. *how does it fill the gap in knowledge?*

Ex: In this paper we report on research that explores the design of technologies that mitigate some of the negative aspects of separation, while respecting the sensitivities of the hospital, school and home contexts; This paper reports on the field trial of the technology.

Move 3. Describing Methodology

The third rhetorical move in writing abstracts involves responding to some concerns about methodological procedure:

1. how was the study conducted?
2. was the data quantitative, qualitative, or both?

Ex: We conducted design workshops with parents, teachers and hospital staff...; In response we designed a novel technology that combined an ambient presence with photo-sharing to connect hospitalized children with schools and families.

Move 4. Reporting Results

For the fourth move, a researcher should report the result of study, and answer to the following questions:

1. what was discovered?
2. what were the outcomes?

Ex: We found that there was a strong desire for mediated connection, but also a significant need to protect privacy and avoid disruption

Move 5. Interpreting results

The last rhetorical move to make in writing an abstract requires a succinct interpretation of results, and informative response to the following questions:

1. how are the result interpreted
2. how has the study contributed to the field?

Ex: The research provides new insights into how technology can support connectedness and provides a foundation for contributing to the wellbeing of children and young people in sensitive settings.

ABSTRACT

Children undergoing long-term hospital care face problems of isolation from their familiar home and school environments. This isolation has an impact on the emotional wellbeing of the child. In this paper we report on research that explores the design of technologies that mitigate some of the negative aspects of separation, while respecting the sensitivities of the hospital, school and home contexts. We conducted design workshops with parents, teachers and hospital staff and found that there was a strong desire for mediated connection, but also a significant need to protect privacy and avoid disruption. In response we designed a novel technology that combined an ambient presence with photo-sharing to connect hospitalized children with schools and families. This paper reports on the field trial of the technology. The research provides new insights into how technology can support connectedness and provides a foundation for contributing to the wellbeing of children and young people in sensitive settings.

Introduction

- ✓ Moves can vary in length, but normally contain at least one proposition.
- ✓ Steps: multiple elements that in combination realize the move.
- ***moves*** :
 - ✓ represent semantic and functional units of texts that have specific communicative purposes.
 - ✓ have distinct linguistic boundaries that can be objectively analyzed.

Frequency of
occurrence:

Conventional

Or

optional

Or

strategies

Bhatia (1993)

Swales' three-move schema for article Introductions

Create a Research Space (CARS)

Move 1

Establishing a territory

Step 1: claiming centrality
Step 2: making topic generalizations
Step 3: reviewing previous research

Move 2

Establishing a niche

Step 1a: counter claiming
Step 1b: indicating gap
Step 1c: question raising
Step 1d: continuing a tradition

Move 3

Occupying the niche

Step 1a: outlining purpose
Step 1b: announcing present research
Step 2a: announcing principal findings
Step 2 b: indicating RA structure

Claiming centrality

- *Recently, there has been growing interest in ...*
- *The possibility of . . . has generated wide interest in. . .*
- *The development of . . . is a classic problem in. . .*
- *The development of . . . has led to the hope that. . .*
- *The . . . has become a favorite topic for analysis. . .*
- *Knowledge of . . . has a great importance for . . .*
- *The study of . . . has become an important aspect of . . .*
- *A central issue in . . . is. . .*

Making topic generalizations

X is common findings in patients with

The properties of x are still not completely understood

Reviewing precious research(obligatory)

X and Y claim that.....

Several studies suggest that...

Three major patterns:

1. Past—researcher activity as agent, reference to single studies:
 - a. Jones (1997) investigated the causes of illiteracy.

2. Present Perfect—areas of inquiry
 - a. The causes of illiteracy have been widely investigated (Jones 1977, Ferrara 2000, Hyon 2004)
 - b. There have been several investigations into the causes of ...

3. Present—reference to state of current knowledge
 - a. *“Illiteracy appears to have a complex set of causes.”*
 - b. *“The causes of illiteracy are complex (Jones 1997, Ferrara 2000, Hyon 2004)”*
(Swales & Feak , 2004, pp.254-255)

- Pattern 1 (single studies, past) and Pattern 2 (areas of inquiry, present perfect) focus on what previous researchers did. Common in humanities.
 - Pattern 3 (current knowledge, present) focus on what has been found. Often adopted by medical research.
-

1. Jones (1997) concluded that illiteracy can be related to. . .

2. Jones (1997) has concluded that . . .

3. Jones (1997) concludes that . . .

From 1 to 3 → increasingly closer to current state of knowledge.

Citational present is also used with famous important sources: e.g., Plato *argues that ...*

Counter claiming

While it is believed that....., a closer examination

Indicating a gap

While a lot of research has....., nothing has been done about...

- However, previous research in this field has _____
 - concentrated on
 - disregarded
 - failed to consider
 - ignored/neglected to consider
 - been limited to/been restricted to
 - overestimated
 - overlooked/suffered from/underestimated
 - misinterpreted

Question raising

.....,this X raises a lot of questions

...poses a lot of questions

...brings a lot of questions to mind

Continuing a tradition

Earlier studies suggest that....but still more work is needed.

Outlining a purpose

The present research tries to clarify...

- _____ In this paper we give preliminary results for. . .
- _____ This study was designed to evaluate...
- _____ Our primary objective in this paper is to provide . . .
- _____ We now report the interaction between .

Announcing the present study

This paper describes three....

- Use present tense when referring to the type of text—paper, article, thesis, report, research
 - The aim of this paper is to . . .
- Use present or past tense when referring to investigation—experiment, investigation, study, survey, etc. To be safe, use present tense.
 - This type of investigation was/is carried out in order to . . .



Announcing principle findings

The results suggest that...

When the researcher examined x, they realized that..

Indicating the structure of the paper

This paper is structured as follows...

English for Academic Purposes Course

¹During the past 10 years, the availability of computers in educational institutions has increased dramatically (James, 1999). **showing importance**

²Progress in computer development has been made to the point that powerful, inexpensive computers with large capacities are available in many classrooms and libraries for student use. **showing importance**

³Many students also have purchased and are purchasing computers for their own use at home. **showing importance**

⁴Most studies seem to agree that the microcomputer will continue to hold an important role in education in the future. **reviewing literature**

⁵For example, James (1999) and Smith (2000) suggest large increases in the numbers of computers both in educational institutions and the home in the near future.

reviewing literature

⁶As far as education is concerned, Shaw (2001) identified three main uses of computers: the object of a course, an administrative tool, and a means of providing instruction.

reviewing literature

⁷Fish and Cheam (2002) cite four uses of computers as a means of providing instruction: exercise, tutorial, simulation and problem solving.

reviewing literature

⁸A wide range of computer programs are now therefore available in all these areas for individual and classroom use. **Showing importance**

⁹However, even though many studies have reported an increased use of computers in education, there has been very little research reported on the effectiveness of such use. **Indicating a gap**

¹⁰The purpose of the present study is therefore to ascertain the effectiveness of using computer-assisted instruction as compared to traditional classroom instruction in an EAP writing class. **Outlining purpose**

Discussion moves

- Move 1. Points to consolidate your research space (obligatory)
 - *Highlight intelligently the strengths (more) ...*
- Move 2. Points to indicate the limitations of your study (optional)
 - highlighting intelligently its weaknesses (less)
- Move 3. Points to recommend action or to identify useful areas of further research (optional)

Move 1 ...*Results*

- 1a. Report your accomplishments by highlighting major findings
- 1b. Relate and evaluate your data in the light of previous research.
- 1c. Interpret your data by making suggestions as to why the results are the way they are.
- 1d. Anticipate and deal with potential criticism

language

- **Specific:** As we can see in Table 1, 84% of the students. . .
- **High level of generality:** The results indicate that the students performed above the 12th grade level.

Overall, . . . In general, . . . On the whole. . .

- With . . . exception(s),
- The overall results indicate. . .

Expressions for Limitations

- It should be noted that this study has been primarily concerned with. . .
- This analysis has concentrated on . . .
- This findings of this study are restricted to . . .
- This study has addressed only the question of. . .
- The limitations of this study are clear. . .
- We would like to point out that we have not. . .

References

- Sources:
 - The references, footnotes of books & journal articles
 - Library research: lib catalogues, electronic resources, lib stacks
 - References of conference papers
 - Personal communication with experts
- Remember to record the sources, using the assigned format.
- *Swales, J. M. & Feak, C. B. (2004). Academic Writing for Graduate Students. Ann Arbor, MI: University of Michigan Press.*

Writing in general



Paragraph development

Thesis statement

Topic sentence

Supporting sentences

Examples

Length

Referencing

Consistency

Novelty vs. plagiarism



Corresponding

I'd appreciate....

I find your comments quite informative and constructive....

I'm looking forward to...

Would you please let me know...

On behalf of the

Final notes

Remember to read abundantly.

Take notes of the expressions you like.

Do not copy & paste.

Be to the point.

Proofread your work , ask for help.

Take care of the punctuation.

THANKS A MILLION