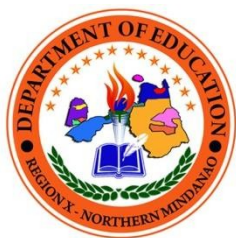


Government Property  
**NOT FOR SALE**

**SENIOR HIGH SCHOOL**

# English for Academic and Professional Purposes

Quarter 1 – Module 1 Reading  
and Writing Academic Texts



Department of Education • Republic of the Philippines

# English for Academic and Professional Purposes

Quarter 1 – Module 1  
Reading and Writing  
Academic Texts

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at

**We value your feedback and recommendations.**

**Department of Education • Republic of the  
Philippines**



## WHAT I NEED TO KNOW

### Learning Competency 1:

Differentiates language used in academic texts from various disciplines

**Learning Objectives:** At the end of this lesson, the learners are expected to:

1. define academic text;
2. determine text structure of an academic text; and
3. explain the components of the three-part essay structure.

### General Instructions

Now that you are holding this module, do the following:

1. Read and follow instructions carefully in each lesson.
2. Take note and record points for clarification.
3. Do the activities to fully understand each lesson.
4. Answer all the given tests and exercises.



## WHAT I KNOW

*Let's Answer This!*

### TRUE OR FALSE

**Directions:** Write T if the statement is correct and F if it is wrong. Write your answer in your notebook.

1. Formality in academic writing requires precision to make a legitimate piece of writing.
2. Writing is a form of communication that is shaped by the following factors: topic, role, and audience.
3. The use of personal pronouns such as I, you, and we is acceptable in academic writing.
4. "How can these problems be solved?" is an example of a critical question.

5. Because is an example of transitional device that expresses cause and effect.
6. An abstract is a summary of a novel.
7. The conclusion is the section that summarizes the main points of the essay.
8. A summary is a condensed form of a text which is usually half of the original material.
9. To introduce a topic in an essay, the writer must be able to explain its details.
10. A research paper contains background of the study, body and recommendations.



## WHAT'S NEW

### *Let's Move On*

**Directions:** Below are jumbled parts of a common research paper. Put them into the correct order by using numbers to represent the sequence. Write your answer in your notebook.

- A. Presentation of the Research Problem
- B. Title of the Research Paper
- C. Presentation of the Results
- D. Recommendations
- E. Overview or Scope of Research
- F. Interpretation and Discussion of Results
- G. The Reference List
- H. The Abstract
- I. Review of Past Research Relevant to the Paper
- J. Description of Methods used to Carry out the Research



## WHAT IS IT

### What is an Academic Text?

**Academic text** is defined as critical, objective, specialized texts written by experts or professionals in a given field using formal language. This means that academic texts are based on facts with solid basis. Academic writing, therefore, is generally quite [formal](#), [objective \(impersonal\)](#) and [technical](#). It is formal by avoiding casual or conversational language, such as contractions or informal vocabulary. It is impersonal and objective by avoiding direct reference to people or feelings, and instead emphasizing objects, facts and ideas. It is technical by using vocabulary specific to the discipline. To be a good academic writer, you will need to learn the specific styles and structures for your discipline, as well as for each individual writing task. Some examples of academic writing are as follow:

**Literary Analysis:** A literary analysis essay examines, evaluates, and makes an argument about a literary work. As its name suggests, a literary analysis essay goes beyond mere summarization. It requires careful close reading of one or multiple texts and often focuses on a specific characteristic, theme, or motif.

**Research Paper:** A research paper uses outside information to support a thesis or make an argument. Research papers are written in all disciplines and may be evaluative, analytical, or critical in nature. Common research sources include data, primary sources (e.g., historical records), and secondary sources (e.g., peer-reviewed scholarly articles). Writing a research paper involves synthesizing this external information with your own ideas.

**Dissertation:** A dissertation (or thesis) is a document submitted at the conclusion of a Ph.D. program. The dissertation is a book-length summarization of the doctoral candidate's research.

Academic papers may be done as a part of a class, in a program of study, or for publication in an academic journal or scholarly book of articles around a theme, by different authors.

**Structure** is an important feature of academic writing. A well-structured text enables the reader to follow the argument and navigate the text. In academic writing a clear structure and a logical flow are imperative to a cohesive text. These are the two common structures of academic texts that you need to learn which depends on the type of assignment you are required: **the three-part essay structure and the IMRaD structure.**

### The Three-Part Essay Structure

The three-part essay structure is a basic structure that consists of **introduction, body and conclusion**. The introduction and the conclusion should be shorter than the body of the text. For shorter essays, one or two paragraphs for each of these sections can be appropriate. For longer texts or theses, they may be several pages long.

**Introduction.** Its purpose is to clearly tell the reader the topic, purpose and structure of the paper. As a rough guide, an introduction might be between 10 and 20 percent of the length of the whole paper and has three main parts:

- A. The most general information, such as background and/or definitions.
- B. The core of the introduction, where you show the overall topic, purpose, your point of view, hypotheses and/or research questions (depending on what kind of paper it is).
- C. The most specific information, describing the scope and structure of your paper.

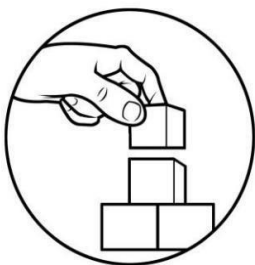
You should write your introduction after you know both your overall point of view (if it is a persuasive paper) and the whole structure of your paper. You should then revise the introduction when you have completed the main body.

**The Body.** It develops the question, “What is the topic about?”. It may elaborate directly on the topic sentence by giving definitions, classifications, explanations, contrasts, examples and evidence. This is considered as the heart of the essay because it expounds the specific ideas for the readers to have a better understanding of the topic. It usually is the largest part of the essay.

**Conclusion.** The conclusion is closely related to the introduction and is often described as its ‘**mirror image**’. This means that if the introduction begins with general information and ends with specific information, the conclusion moves in the opposite direction. The conclusion usually begins by briefly summarizing the main scope or structure of the paper, confirms the topic that was given in the introduction, ends with a more general statement about how this topic relates to its context. This may take the form of an evaluation of the importance of the topic, implications for future research or a recommendation about theory or practice.

## The IMRaD Structure

The sections of the IMRaD structure are Introduction, Methods, Results and Discussion. The Introduction usually depicts the background of the topic and the central focus of the study. The Methodology lets your readers know your data collection methods, research instrument employed, sample size and so on. Results and Discussion states the brief summary of the key findings or the results of your study.



### WHAT'S MORE

*Let's Practice!*

**Directions:** Read the Article written by **Sharon Housley in 2012**. Then, extract the essential statements of the Introduction, Body and Conclusion. Write them in your notebook. Follow the format below.

### ***Impact of Technology on Politics***

The continued growth of technology has had a significant impact on the political ratings that candidates achieve. The article *Impact of Technology on Politics* attempts to analyze how these two spheres of modern life, technology and politics, interrelate and what the outcomes are of this interrelationship.

Political candidates use technology in many ways. Different communication

channels provided by the Internet have the power to influence the growth of different individuals in their respective spheres. [The likes of Twitter, Facebook, and YouTube](#) are powerful communication media platforms that can easily raise the ratings of political candidates. Housley claims that whether we acknowledge it or not, technology is a deciding factor in most political races. Through technology, politicians are able to access funds, gain political pundits, and spend less on campaigning and pushing their candidacy.

One of the ways in which technology influences politics is the financial side. Raising funds to use for campaigning is an important factor for political candidates. It comes with the need to create a vertical response to the whole country or target region. This is a major hurdle experienced by political candidates. The Internet aided Howard Dean to get donations that he required to gain access to a large part of the campaign region. By broadcasting through technological marketing, candidates get suitable donors to support different parts of their campaigns. Publicity on the Internet is a cheap method, as they do not have to re-publish, unlike what is provided by the print media. This is placed in various commonly-accessed links (Housley, Par. 1).

The Internet enables politicians to use podcasting. The act of podcasting can make anyone a journalist. Through podcasting, politicians are able to portray a journalistic stature, thereby ensuring that the information is considered credible. Self-proclamation of politicians through pundits is easily spread through messages. It is, however, difficult for politicians to guarantee the integrity of the information posted.

The Internet can be accessed by anyone and podcasts can be posted by anyone. The integrity of information is therefore difficult to preserve, hence, many potential candidates may have to establish a verifiable connection with various achievements. All in all, gaining political publicity through podcasts is a common but expensive method to use, Housley admits. However, it is logical to assume that when correctly utilized, this is an extremely powerful political tool that pays off completely.

According to Housley, the impact of technology is great on a given generation. The young, educated, and affluent will relate to technological innovations. A proper presentation will gain ratings for candidates. Using the most recent technology will surely attract the youth. The older generation may not impact the raising of presidential bids, especially if they are done through social media. The older generation uses the Internet much less. The younger generation relates easily to these media platforms. This differentiation is used by politicians to gain advantage in their political bids. Politicians use technology to raise their bids among the youth, while traditional methods are used for the older generation.

Another way to look at the matter is in relation to thinking about the Internet as a tool for free advertising. It is no secret that presidential bids are the most expensive, as they are run to cover the whole region. On the other hand, political videos easily generate online rating gains, and such political Internet advertisement will reach the target audience if launched properly. Individuals perform the needed publicity as each person shares the video, and so on. The extra generated videos are not paid for, while on social networks even the original posting is free.

It is clear that gaining political publicity through the use of technology has

become easier, especially since technological devices are so accessible and widespread. The article analyzed is prudent in arranging technological tools into separate groups that work as an effective means of communicating between a political figure and the target audience. However, with the use of the Internet, any political figure can become recognizable within just a few minutes. In only a few hours, public opinion on a particular political figure is already formed within one of the social groups of voters. Not just the good, but also a bad reputation can be formed in a blink of an eye using modern technology. It often happens that the bad “gossip” spreads much faster. With the huge impact that technology has on societies and public opinion in particular, it is crucial to be cautious in the use of information about any political figure, or you risk making a positive advertisement into a negative advertisement with just one click.

STRUCTURE	IMPACT OF TECHNOLOGY ON POLITICS
Introduction	
Body	
Conclusion	



## WHAT I CAN DO

*Let's Do It!*

**Directions:** Read carefully the article, “The Future Gender Equality”. Respond to the article by writing an essay. Use the Three-part structure you have learned in the lesson. Write your response to the article in your notebook.

# The future Gender equality

Recruiters are key to gender solution, says **Robert Grant**

**R**ecruiters know about hiring, but they could – and arguably should – be more influential to businesses around issues of gender equality. But this comes with responsibility and the need for any chosen recruiter to prioritise diversity as a business objective.

Monitoring diversity means recruiters can address discrepancies. For example, equally qualified and sometimes more qualified women are not equally hired. Women's tenure is higher in banks than for men and fewer women are employed in the digital industry. To stay competitive, businesses must encourage hiring managers to understand the implications of these trends and should work in partnership with recruiters.

Only by investing in good programmes can recruiters properly support clients. IT systems that allow monitoring of all relevant diversity across both the internal employee and candidate recruitment lifecycle are now critical to good quality intelligence.

Staff should be expected to work to inclusion guiding principles, but businesses need support systems in place and investment in on-going development on the value of diversity to the business. In 2013 Cititec is developing its people in strengths-based leadership. The next step is to use the



strengths-based approach in recruitment.

Communicating transparency, especially in equal pay and flexible working, are critical. "Early in 2013 we launched a new Flexible Working Policy. Some of the barriers highlighted during the consultation period helped avoid ill feeling from people who may cover for their colleagues and for non-carers who sometimes feel their needs are overlooked. Now anyone can ask for flexible working and new IT systems mean we have the ability to support them," explains Cititec's CEO Stephen Grant. "Consequently there has been an increase of 33 per cent in senior women employed so far."

Later in the year Cititec and Sateo, a specialist equality consultancy, will

launch the Cititec Gender Development Programme. Aimed at internal staff, candidates, and clients, the programme will bring men and women together to develop key leadership skills based on the strengths finder model.

Only by recruiters investing in equality and working in partnership with clients, can issues around gender be explored alongside a problem solving approach. True gender equality can therefore start to be realised, and recruiters are the key to the solution.

.....  
Robert Grant is founding partner at award winning recruitment specialist Cititec  
Download Cititec's annual EDI report online at [www.cititec.com/edi-report](http://www.cititec.com/edi-report)



## POST ASSESSMENT

*Let's Answer This!*

### Multiple Choice

**Directions:** Choose the letter that best answers the given question. Write the letter of your answer in your notebook.

1. Who are the target readers of an academic essay?
  - A. Parents, workers, teachers
  - B. Teachers, students, academic community
  - C. Students, out-of-school youth, government officials
  - D. None of the above
2. What are the purposes of doing an academic writing?
  - A. To settle, to negotiate and to inform
  - B. To defend, to challenge and to question
  - C. To inform, to persuade and to argue a specific point
  - D. To guess, to hypothesize and to make conclusions
3. Writing academic papers requires deliberate, thorough and careful thought. Therefore, what should one do to achieve a well-crafted academic essay?
  - A. One must depend on his/her own opinions alone.
  - B. One must conduct a research on the topic at hand.
  - C. One must not consult the Internet for unsure sources.
  - D. One must depend highly on the Internet for easy information access.
4. An academic essay must use appropriate vocabulary words but not too pretentious, highfalutin words. Which among these words is the simplified version of the term, "supercalifragilisticexpialidocious"?
  - A. beautiful; pretty
  - B. exquisite; one-of-a-kind
  - C. extraordinarily good; wonderful
  - D. hardworking; industrious
5. What are the three main parts of an essay?
  - A. The hook, the main idea and the conclusion.
  - B. The introduction, the body and the conclusion.
  - C. The topic sentence, the body and the conclusion.
  - D. None of the above

6. What is the purpose of the topic sentence?
  - A. To give coherence to the paragraph.
  - B. To help with the flow of sentences.
  - C. To help the reader understand what the paragraph will be about.
  - D. None of the above
7. What is 'academic writing'?
  - A. A technique to write balanced, accurate and professional assignments
  - B. An old-fashioned way of writing.
  - C. How university professors write.
  - D. The writing you find in textbooks
8. Choose three words to describe academic writing:
  - A. Talented, stylish, inspiring
  - B. Precise, clear, objective
  - C. Decisive, divisive, derisive
  - D. Subjective, obscure, vague
9. What is true of the introductory paragraph?
  - A. ends with the thesis.
  - B. introduces the big idea of the essay
  - C. starts with a hook
  - D. all of these
10. What is the sequence of an essay?
  - A. Introduction, Body Paragraph, Body Paragraph, Conclusion
  - B. Body Paragraph, Introduction, Conclusion, Body Paragraph
  - C. Introduction, Body Paragraph, Conclusion, Body Paragraph
  - D. Conclusion, Introduction, Body Paragraph, Body Paragraph



## WHAT I HAVE LEARNED

***Let's Remember This!***

**Directions:** Complete the paragraph with the necessary words or sentences that best describe what you have learned from the discussion. Write your paragraph in your notebook. Follow the format below.

I have learned that academic writing \_\_\_\_\_

---



---



---



---



---



---



---

***Congratulations!***

***You successfully did it. Now, let's move to lesson 2.***



## WHAT I NEED TO KNOW

**Learning Objectives:** At the end of the lesson, the learners are expected to:

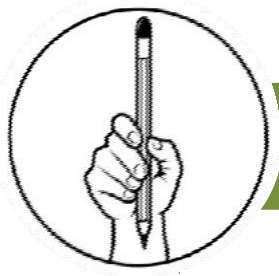
1. determine language style in academic writing;
2. differentiate language style used in academic texts from various disciplines; and
3. construct paragraphs using academic language.



## WHAT'S IN

### *Let's Recall!*

- ☺ A well-structured text enables the reader to follow the argument and navigate the text.
- ☺ A clear structure and a logical flow are imperative to a cohesive text.
- ☺ Most academic texts follow established structures such as: the three- part essay structure and the IMRaD structure.
- ☺ Structure should be considered on all levels of text so; you will also find information on structuring paragraphs.



## WHAT I KNOW

### *Let's Answer This!*

**Directions:** Use the given subject and verb in constructing your own sentence. Observe subject-verb agreement in your sentences. You may add “s” or “es” to the verb. Write your answer in your notebook.

SUBJECT	VERB	SENTENCE
United States	Make	
The students	Excel	
English language	Help	
The books	Improve	
The journey	Enhance	
The patient	Cry	
Mrs. Cruz	Appeal	
Filipino people	Provide	
A child	Love	
The lecturer	Explain	



## WHAT'S NEW

### *Let's Move On!*

#### **Spot the Difference!**

**Directions:** What is the difference in the following pairs of sentences? Explain your answer. Write your answer in your notebook.

S1: It was raining cats and dogs. S2: It was raining very heavily.

S3: We believe the practice is unsustainable. S4: It is believed the practice is unsustainable.

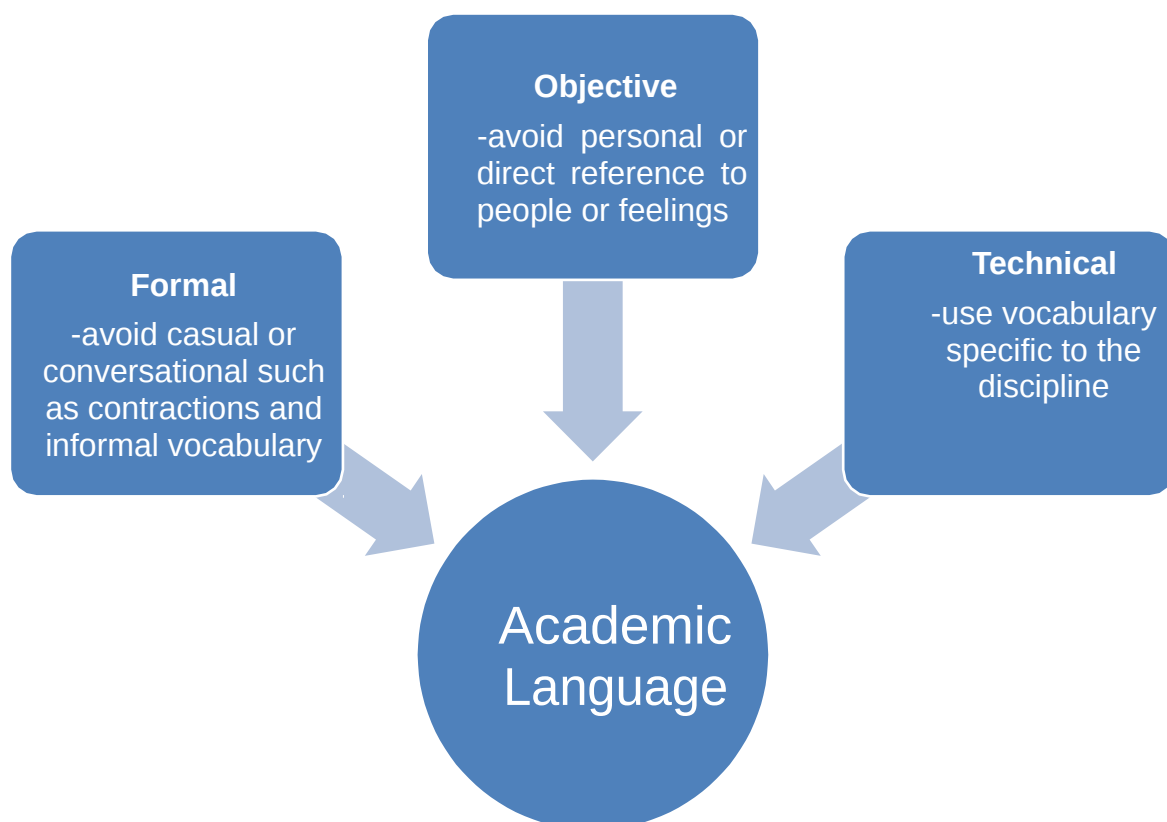


## WHAT IS IT

### What is an Academic Language?

**Academic language** represents the language demands of school (academics). Academic language includes language used in textbooks, in classrooms, on tests, and in each discipline. It is different in vocabulary and structure from the everyday spoken English of social interactions. Each type of communication (both academic and social) has its purpose, and neither is superior to the other.

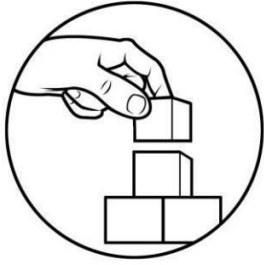
**Academic writing** is generally quite formal, objective (impersonal) and technical as illustrated in the diagram below.



It is formal by avoiding casual or conversational language, such as contractions or informal vocabulary. It is impersonal and objective by avoiding direct reference to people or feelings, and instead emphasizing objects, facts and ideas. It is technical by using vocabulary specific to the discipline.

Furthermore, you can make your writing more formal, objective and technical by following examples below.

<b>Formal</b>	<b>Objective</b>	<b>Technical</b>
Choose formal instead of informal vocabulary. For example, 'somewhat' is more formal than 'a bit', 'insufficient' is more formal than 'not enough'.	Move information around in the sentence to emphasize things and ideas, instead of people and feelings. For example, instead of writing 'I believe the model is valid, based on these findings', write 'These findings indicate that the model is valid'.	You need to develop a large vocabulary for the concepts specific to the discipline or specialization you're writing for. To do this, take note of terminology used by your lecturer and tutor, as well as in your readings.
Avoid contractions. For example, use 'did not' rather than 'didn't'.	Avoid evaluative words that are based on non-technical judgments and feelings. For example, use 'valid' or 'did not demonstrate' instead of 'amazing' or 'disappointment'.	Be careful about the meaning of technical terms. Often the same word has a different meaning in another discipline. For example, 'discourse' is a technical term used in multiple disciplines with different meanings.
Avoid emotional language. For example, instead of strong words such as 'wonderful' or 'terrible', use more moderate words such as 'helpful' or 'problematic'.	Avoid intense or emotional evaluative language. For example, instead of writing 'Parents who smoke are obviously abusing their children', write 'Secondhand smoke has some harmful effects on children's health'.	Use the key categories and relationships in your discipline, that is, the way information and ideas are organized into groups. For example, in the discipline of Law, law is separated into two types: common law and statute law.
Instead of using absolute positives and negatives, such as 'proof' or 'wrong', use more cautious evaluations, such as 'strong evidence' or 'less convincing'.	Show caution about your views, or to allow room for others to disagree. For example, instead of writing 'I think secondhand smoke causes cancer', write 'There is evidence to support the possibility that secondhand smoke increases the risk of cancer'.	Knowing these distinctions will help you structure your writing and make it more technical and analytical.
	Find authoritative sources, such as authors, researchers and theorists in books or articles, who support your point of view, and refer to them in your writing. For example, instead of writing 'Language is, in my view, clearly something social', write 'As Halliday (1973) argues, language is intrinsically social'.	

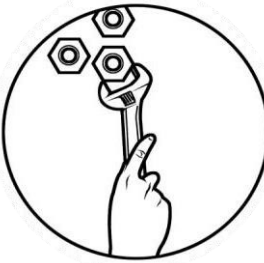


## WHAT'S MORE

**Let's Practice!**

**Directions:** What do you think is the most correct answer in the following instances. Write your answer in your notebook.

1. Instead of the informal 'I have read', use ( I think, The essay has )
2. The phrase 'turn out to be' is informal. Instead, use: ( become , end up )
3. Instead of 'paid for', use ( given, funded )
4. 'Job' is a little too informal. Instead write ( role, gig, )
5. Instead of 'funny' use ( laughable, ironic )
6. Instead of 'picked out', use( selected, taken )
7. Rather than "stand for" write ( be, represent )
8. The term 'music fans' is informal. Instead, use ( audience, goers )
9. As a substitute for 'killing', use ( assassination, political murder)
10. Instead of 'given off', use (created, done )



## WHAT I CAN DO

**Let's Do It!**

### Sentence Construction

**Directions:** Transform the simple sentence into compound or complex sentences. Write your answer in your notebook. **The first one is done for you.**

1. The exam is difficult. It is also exasperating.

Answer: The exam is difficult and exasperating.

2. Captain Lewis allowed his men to make important decisions in a democratic manner. This democratic attitude fostered spirit of togetherness and commitment on the part Louis' fellow explorers.
3. He studied the biological and natural sciences. He learned how to categorize and draw animals accurately.
4. Mark Twain is the author of *Huckleberry Finn*. *Huckleberry Finn* is a classic American novel
5. My friend likes coffee. She likes tea. She doesn't like milk.
6. John F. Kennedy was inaugurated into office in January of 1961. He was assassinated in November of 1963.
7. Some students become nervous around computers. Other students seem to enjoy new challenges.
8. Jae Hee comes from Korea. Kyung Eun comes from Korea. Jae Hyun comes from Korea.

9. I am going to buy the skateboard. It is blue. It has red wheels. It has a picture of a dragon on top.

10. My father is 45 years old. He plays football. He goes jogging. He does not play tennis anymore. His wrist was broken. This happened two years ago.



## POST ASSESSMENT

*Let's Answer this!*

### Multiple Choice

**Directions:** Choose the word that best answers the given questions. Write the letter of your answers in your notebook.

1. As long as you know your tutor, you don't need to use a formal style of writing. It's good to be friendly.
  - A. Some tutors like you to be formal but some don't mind as long as you do the work.
  - B. You only need to be formal in exams, not regular coursework.
  - C. It's good to be friendly but always use formal English when you write assignments.
  - D. Formal English is too old-fashioned these days
2. Contractions are:
  - A. what happens when you have a baby
  - B. when someone says the opposite to you
  - C. when something is too narrow
  - D. a shortened form of a word
3. Which example is correct?
  - A. However, the main reasons are time, money and cost.
  - B. However the main reasons, are time, money, and, cost.
  - C. However, the main reasons are time money and cost.
  - D. However, the main reasons, are time money, and cost.
4. Which is correct?
  - A. They were effected badly by the incident
  - B. The incident effected them badly.
  - C. They were affected badly by the incident.
  - D. The affects of the incident were bad.
5. Choose the right one:
  - A. It's bowl's empty.
  - B. Its bowl's empty.
  - C. Its' bowls' empty.
  - D. It's bowls empty.
6. 'Information on the internet is 'free'. Anyone can use it without having to reference it.'
  - A. True
  - B. False
  - C. It depends on how important the assignment is.
  - D. You only need to reference authors' work on the internet

7. What is an academic language...
- A. is a set of vocabulary terms used in schools
  - B. comes as second nature to native speakers, but is difficult for ELLs to acquire
  - C. is the linguistic register that students are expected to use in school subjects
  - D. All of the above
8. When do you use formal language?
- A. In an academic essay.
  - B. When you talk to a friend.
  - C. When you write a text message.
  - D. In sending emails.
9. What does it mean to write academically?
- A. To write in order to pass final exams
  - B. To write paper for scholars
  - C. To write using proper English language
  - D. To avoid copy pasting from the Internet
10. The term, "VERY OFTEN" may be improved using a more appropriate academic word which is:
- A. Frequently
  - B. Rarely
  - C. Seriously
  - D. Stubbornly



## WHAT I HAVE LEARNED

### *Let's Remember This!*

**To be a good academic writer**, I need to learn the specific styles and structures for my own discipline, as well as for each individual writing task. Some ways to do this are to:

- 😊 ask for more information from your lecturer or teacher
- 😊 study the writing style of the academic articles in the most prestigious journals in your discipline
- 😊 look at the successful writing by other students in your subject area.
- 😊 Different disciplines often have quite different expectations about how objective or subjective my writing can be. For example, in some fields it is fine to use first person, such as 'my view is that...', while in other fields this is not acceptable. I should look at the convention used in published articles in my discipline area.