

Module 3: Comparison-Contrast Writing

MODULE OBJECTIVES

In this module, you will learn how to

- analyze and discuss the qualities of “good” comparison writing
- organize body paragraphs using point-by-point and block style
- use a number of language forms related to comparison writing
- create smooth flow between a variety of sentence types
- compose an informative formal academic essay

TARGET WORDS

	How well do you know each target word? Put a check (✓) in the column. I have ...			
AWL/NAWL Words/Prefixes	never seen the word before.	seen the word and understand what it means.	used the word, but not sure if correctly.	used the word, confidently in speaking/writing.
compatible				
complementary				
comprehension				
differ				
dis-				
engage				
in-				
in terms of				
inherently				
integral				
intensive				
practitioner				
similar				
translation				
vocabulary				

Tip: See the files “New Academic Word List (NAWL),” “Academic Word List (AWL),” and “Common Prefixes & Suffixes” on the class website for more target words/prefixes.

PREPARE TO WRITE

Model Text

A Comparison of Reading Approaches: Intensive vs. Extensive Reading

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Reading and Writing (RAW)
Written Assignment 1
April 26, 2014

Reading plays an **integral** role in second language learning and teaching. It is especially important in English as a foreign language (EFL) settings because reading texts are the main source of language input for learners¹. In EFL countries like Korea, teachers rely on reading texts to provide learners with exposure to the target second language. There are two approaches to reading skills development: **intensive** reading (IR) and extensive reading (ER). Despite bearing some outward similarities, the differences between IR and ER are pronounced.

First, there is a difference **in terms of** instructional aims. The aim of IR is to increase learners' knowledge of language features and their control of reading strategies (Nation, 2009). According to the author, when students read intensively, they are reading a text to learn something about the language itself, for instance a new word or some grammar. In contrast, when students learn to read, they are practicing the skill of reading with the aim to deepen² their knowledge of already met language items and build reading fluency³ (Day & Bamford, 1998). Fluent reading is facilitated when learners read books that are intrinsically motivating. According to Wallace (1992, p. 180), "this creates a virtuous circle in which the learner's ability to read leads to more reading and greater fluency."

Another way that IR differs from ER is **with respect to** the selection of reading texts. IR uses short, challenging texts chosen by the teacher (Nation, 2009). The author also stated that this is the typical reading that many students experience in their textbooks and find **disengaging**. A key principle of ER, on the other hand, is to use graded readers (also called "Readers") (Day & Bamford, 1998). Readers are books (both fiction and non-fiction) written especially for language learners to build their reading speed and fluency and give them a chance to experience reading for pleasure.

Predictably, these two differences strongly affect classroom procedures. IR is typically teacher centered and classroom-based (Nation, 2009). The typical procedure for IR is the grammar-**translation** approach, where the teacher works with the learners using the first language to explain the meaning of a text sentence by sentence. There are typically pre- and post-reading activities and **comprehension** questions as well. Conversely, in most ER classes students choose their own books at (or even below)

their own fluent reading level (Day & Bamford, 1998). Some teachers have students read the same book together in class or individually as homework. Typically the teacher prepares the students for the reading with pre-reading activities such as predicting the content or perhaps teaching a few key **vocabulary** items. The reading is often followed by comprehension questions, classroom discussion, and possibly some language work or other activities.

In conclusion, IR and ER are **dissimilar** in at least three ways: in terms of instructional aims, the selection of reading material, and classroom procedures. Some **practitioners** believe that IR and ER are **inherently incompatible**. On the contrary, these two forms of reading are **complementary**. IR introduces new language items to learners, whereas ER helps the students practice and get a deeper knowledge of them. Integrating these two approaches should offer more benefits to learners than either approach pursued individually.

References

- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.
- Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. Routledge.
- Wallace, C. (1992). *Reading*. Oxford University Press.

Glossary

¹ **learner** *n.* a person who is actively learning something

² **deepen** *v. tran. or intran.* to become more strongly felt or experienced

³ **fluency** *n.* the ability to do something without a lot of pauses or hesitations

RHETORICAL FOCUS 1 Comparison-Contrast Essay Writing

In a comparison-contrast essay, the writer identifies similarities and/or differences between two ideas, people, or subjects that share common features. A **comparison** shows how two things are **similar**. A **contrast** shows **differences**. In a comparison-contrast essay, there should be an emphasis on either comparing or contrasting. Whichever you choose to focus on will depend on your purpose and subject matter. You can compare two things that seem different (to highlight unexpected similarities) or contrast two things that seem similar (to highlight unexpected differences).

A **point of comparison** is a feature that both subjects share, though not in exactly the same way or to the same degree. When you compare two subjects, you will need to focus on several points of comparison (2–4 in an essay of 300–600 words).

There are two basic ways to organize the body paragraphs of a comparison-contrast essay: **point-by-point** and **block**.

Point-by-Point	Block
<p>In point-by-point style, the body paragraphs are arranged by the points of comparison.</p> <p>The first body paragraph introduces the first point of comparison. Then both subjects are compared-contrasted within the paragraph. The second body paragraph discusses the second point of comparison and, again, both subjects are compared-contrasted within the paragraph.</p>	<p>In block style, the body paragraphs are arranged by the subjects.</p> <p>The first body paragraph introduces the first subject and 2–3 points of comparison. The second body paragraph discusses the second subject, but it also compares-contrasts the second subject with the first on the same points of comparison and in the same order.</p>
<p>Body paragraph 1: Topic sentence introduces the first point of comparison</p> <ul style="list-style-type: none">• Subject 1 (explanation, specific details, examples)• Subject 2 compared-contrasted with Subject 1 <p>Body paragraph 2: Topic sentence introduces the second point of comparison</p> <ul style="list-style-type: none">• Subject 1 (explanation, specific details, examples)• Subject 2 compared-contrasted with Subject 1	<p>Body paragraph 1: Topic sentence introduces subject 1.</p> <ul style="list-style-type: none">• Subject 1 (explanation, specific details, examples) <p>Body paragraph 2: Topic sentence introduces subject 2.</p> <ul style="list-style-type: none">• Subject 2 (explanation, specific details, examples + compared-contrasted with subject 1)
<p>Tip: Point-by-point style is preferred when the points of comparison are important. This style is fairly easy to follow, so use it with non-expert audiences or when the subject matter is new or challenging to understand.</p>	<p>Tip: Block style is preferred when it is the subjects themselves that are important. This style can be challenging to read, so use it with expert/experienced audiences or when the subject matter is familiar or easy to understand.</p>

ANALYZE

A. Look at the two texts below about coffee. How is each paragraph organized?

Thesis statement: Espresso and drip coffee differ in two ways.

1) One difference between espresso and drip coffee is the type of bean used. Espresso is made using a blend of beans from different countries. Beans from Colombia, Costa Rica, and Venezuela are combined to add body, acidity, and flavor to a typical espresso blend. On the other hand, drip coffee is made using beans from a single country of origin, for example, Hawaii Kona Coffee.

Another difference between espresso and drip coffee is the grind. Espresso requires a very fine grind, the consistency of wheat flour. A quality Espresso grinder that you can use at home will cost in the range of \$250–\$400. Unlike espresso, drip coffee requires a coarse grind, the consistency of loose sand. Drip coffee grinders are usually much less expensive—\$50 or so should get you a nice one.

a) point-by-point b) block

2) Espresso is made using a blend of beans from different countries. Beans from Colombia, Costa Rica, and Venezuela are combined to add body, acidity, and flavor to a typical espresso blend. Espresso also requires a very fine grind, the consistency of wheat flour. A quality Espresso grinder that you can use at home will cost in the range of \$250–\$400.

In contrast to espresso, which uses a combination of beans, drip coffee is made using beans from a single country of origin, for example, Hawaii Kona Coffee. And unlike espresso, drip coffee requires a coarse grind, the consistency of loose sand. Drip coffee grinders are usually much less expensive—\$50 or so should get you a nice one.

a) point-by-point b) block

B. Look at **Model Text** (pp. 2–3) and answer the questions.

1. What is the purpose of the essay: To inform, to entertain, to persuade?
2. Who was the intended audience of the essay? Choose one: a) expert, b) general adult
3. How does the reader know where one paragraph ends and the next begins?
4. Notice how the writer uses parentheses () throughout the text. Why did the writer not shorten “second language” to (L2) in paragraph 1?
5. Check (✓) the sentences and underline the words that show a difference.

In contrast, when students learn to read, they are practicing the skill of reading with the aim to deepen their knowledge of already met language items.

Fluent reading is facilitated when learners read books that are intrinsically motivating.

A key principle of ER, on the other hand, is to use graded readers (also called “Readers”).

Readers are books (both fiction and non-fiction) written especially for language learners.

IR introduces new language items to learners, whereas ER helps the students practice and get a deeper knowledge of them.

C. Read the model text and complete the outline.

Title:			
Thesis:			
Point of comparison	IR	ER	same/different?
1)	increase learners' knowledge of language and reading strategies		different
2) reading material		graded readers chosen by the learners	
3)	teacher centered and classroom-based		

APPLY

A. Identify the most obvious point of comparison in the sentences.

1. In the U.S., an Audi A4 costs \$38,000. A BMW 320d costs \$37,500.

Point of comparison (similarity):

2. Ji-sun was born to Korean parents in Busan. Jun-seok was born to Korean parents in Seoul.

Point of comparison (similarity):

3. My younger brother is dramatic and outgoing. My older sister is shy and introverted.

Point of comparison (difference):

B. Revise the ~~faulty~~ points of comparison.

1. In the past, TV news anchors dressed conservatively. Nowadays, TV anchors dress fashionably.

Point of comparison: ~~conversation style~~

2. Galaxy S smartphones use the Android operating system. iPhones use iOS.

Point of comparison: ~~Android operating system~~

3. *Jeonsae* (전세) requires a lump-sum payment. *Wolse* (월세) requires monthly payments.

Point of comparison: ~~lump-sum payment~~

VOCABULARY

A. Fill in the missing word forms. Use a [dictionary](#) to check the meanings of new words. (“—” = N/A)

Noun	Adjective	Verb	Adverb
—	intensive		
translation	—		—
comprehension			—
complement	complementary		—
practitioner	—		—

B. Complete the sentences using the target words. Change the word form if necessary.

1. Junsu works for the UN, _____ written documents from English into Korean.
2. Second language acquisition is facilitated by _____ input.
3. Ms. Quan is a London-based _____ of traditional Chinese medicine.
4. Family and work both play an important part in life, fulfilling separate but _____ needs.
5. Participants were enrolled in an _____ training program for in-service secondary school teachers.

C. Replace the underlined words with an *in-* or *dis-* form of a word from the box. Change the word form if necessary.

similar comprehensible engage comprehensive compatible

1. Intelligence and femininity were once seen as not going along well with each other.
2. My new apartment is not different in many ways to my old one. It's just a little bigger.
3. Students can appear not very interested in the content of a lesson for various reasons.
4. Personal income tax forms should be made simpler, because for many people they are so difficult to understand that only experts can make sense of them.

What do the prefixes *in-* and *dis-* mean? How have your revisions improved the sentences?

D. Use the word **vocabulary** when you mean the total number of words:

There will be a test tomorrow on all **the vocabulary** covered in Module 1.

Use **vocabulary items** (technical) or **words** (everyday) to make the word *vocabulary* plural:

Teach the most frequent 2,000 **vocabulary items** (NOT vocabularies) first.

Fill in the blanks with the words **vocabulary, items, the, words**.

1. Students will learn how to use five _____ related to sports.
2. There will be a test tomorrow on all _____ covered in this module.
3. In addition to looking at individual _____, we can examine a corpus for phrases—_____ that contain more than one word, sometimes called “chunks,” “lexical bundles,” or “clusters.”

E. **Differ** collocates with many different adverbs. Match the meaning of the underlined collocations on the left to their meanings on the right.

1. The second set of test results did not <u>differ significantly</u> from the first set.	_____ in a noticeable way
2. Opinions <u>differ widely</u> on the best way to teach a foreign language.	_____ in a basic way
3. British pronunciation <u>differs noticeably/markedly</u> from American pronunciation.	_____ greatly
4. The grammar of speaking <u>differs radically</u> from the grammar of writing.	_____ very greatly
5. Process writing <u>differs fundamentally</u> from product writing.	_____ in an important way

F. Read the example sentences below containing the words **inherent** and **integral**. Choose the correct definition for each word.

inherent (adj.)	integral (adj.)
There are dangers/risks inherent in almost every sport.	Jay is an integral part of the organization, and we would be lost without him.
A lot of people have an inherent distrust of politicians.	Bars and coffee shops are integral to the social life of cities.
An inherent risk of texting while walking is tripping over something.	Peer review is an integral part of the scientific method.
a) a natural or basic part of something b) a necessary and important part of a whole	a) a natural or basic part of something b) a necessary and important part of a whole

WRITING SKILL 1

Formal Introductions

A. Funnel

A formal academic essay introduction contains **background information** and a **thesis statement**. The background information introduces the topic of the essay and gives a broad picture of the subject matter to be discussed. In the “funnel” strategy, several general statements are provided to help the reader understand the context of the essay.

Notice how the general statements in the introductory paragraph of the model text introduce the topic. The first sentence¹ is about the general importance of reading in promoting second language acquisition. The next two sentences² & ³ point out the special importance of reading in a more narrowly defined context: EFL. They also explain why reading is important in this context. The next sentence⁴ says only that two distinct ways of teaching reading exist, but not whether these approaches are different from or similar to each other.

Funnel

Reading plays an integral role in second language learning and teaching.¹ It is especially important in English as a foreign language (EFL) settings because reading texts are the main source of language input for learners.² In EFL countries like Korea, teachers rely on reading texts to provide learners' with exposure to the target second language.³ There are two approaches to reading skills development: intensive reading (IR) and extensive reading (ER).⁴

broad (but not *too* broad—notice the writer doesn't start with “Language is important for all humans because ...”

↓
narrow

The **thesis statement** comes at the **end of the introduction**. It contains both the topic(s) and the main idea for the whole essay. The main idea defines the purpose of the essay and sets its direction.

Despite bearing some outward similarities, the differences between IR and ER are pronounced.

B. Definition & History

A formal academic essay introduction can also present the **background information** in the form of a brief definition of the subject and/or a bit of history for context. Often, definition and history are combined.

Definition & History

Communicative Language Teaching (CLT) is a method of teaching second and foreign languages. This method highlights interaction as both the technique and objective for learning a language. CLT originated in the UK during the late 1960s when it replaced Situational Language Teaching (SLT), which is based on a structural view of language.

Definition & History

The “product” approach to writing is based on the idea that learning to write involves understanding the grammar and lexis of the language and then reproducing those features accurately. It was popular in the 1960s and 1970s until the process approach usurped its popularity. Recently though, a modified version of product writing, the genre approach, has brought product writing back into favor.

C. Turnabout

A “turnabout” introduction opens with a few sentences summarizing a point of view that is directly **opposite** the writer’s own thesis. Unlike the (often boring) broad-to-narrow strategy of the funnel, this strategy—based on the principle of old information before new information—is dynamic and powerful.

Turnabout	There are two product-oriented approaches to writing skills development: “product” and “genre.” They are frequently classified together because of their reliance on model texts, focus on grammar, and emphasis on product over process.	} old information
	However , while some similarities between them are evident, the differences are pronounced and worthy of examination.	

WRITING SKILL 2

Thesis Statements

A comparison-contrast thesis statement includes the topic and the writer’s main idea. Key words that foreshadow comparison-contrast include **different**, **differs**, **in contrast to**, **similar**, **similar to**.

Here are some examples of **simple** comparison-contrast thesis statements:

Espresso **differs from** drip coffee.

American and Korean fast foods are **similar to** each other.

A **detailed** thesis statement includes the number of subtopics:

Espresso **differs from** drip coffee in two ways.

A detailed thesis statement may name the subtopics:

American and Korean fast foods are **both** unhealthy, inexpensive, and too convenient.

Note: The subtopics should be presented in **parallel form** (e.g., all adjectives).

ANALYZE

A. Identify which thesis statements suggest comparison-contrast. Indicate whether the essay will discuss differences (D) or similarities (S). Underline the key words that foreshadow comparison-contrast.

1. ____ Traditional Korean and Japanese foods are, in fact, quite different.
2. ____ Early puberty in girls is caused by several closely related factors.
3. ____ The similarities between figure skaters Kim Yuna and Mao Asada are striking.
4. ____ The secret of the Egyptian afterlife lies in the process of traditional mummification.
5. ____ Home stay and room rental—the two most common living arrangements for students studying abroad—differ significantly.

APPLY

A. Use the patterns to generate **formal academic** thesis statements for the topics below (1–2).

Pattern 1					
The [differences / similarities] between A and B are	marked, pronounced,	and they	merit deserve	detailed thorough rigorous	investigation. examination. exploration.
E.g. , The differences between <u>first language (L1) reading</u> and <u>second language (L2) reading</u> are marked, and they deserve thorough investigation.					
Pattern 2					
Although they bear some Despite bearing some	outward	[differences / similarities],	the [differences / similarities] between A and B are	significant pronounced	(and worthy of investigation / examination / exploration.)
E.g. , Although they bear some outward similarities, the differences between <u>L1</u> and <u>L2 reading</u> are significant.					
Pattern 3					
While [some / many] [differences / similarities] between A and B are	evident, noticeable, apparent,	the [differences / similarities] are	significant pronounced	(and worthy of investigation / examination / exploration.)	
E.g. , While some differences between <u>L1</u> and <u>L2 reading</u> are evident, the similarities are pronounced and worthy of investigation.					

1. British English (BrE) / American English (AmE) (**differences**)

2. teaching English for general purposes (EGP) / teaching exam classes (**similarities**)

B. Add a formal academic thesis statement to your individual writing.

C. Use the patterns to generate formal academic **topic sentences** for 1–3 below.

Pattern 1: First and final body paragraph			
“old information”		“new information”	
[First, / Most noticeably,] there is a [difference / similarity]	(between A and B / between the two)	in terms of with respect to** in relation to**	<u>point of comparison</u> (noun phrase)
E.g., First, there is a difference (between IR and ER) in terms of <u>instructional aims</u> .			
Pattern 2: Middle paragraph(s)			
Another way that [A differs from B / A is different from B] A and B also	is differ (+ adverb)	in terms of with respect to** in relation to**	<u>point of comparison</u> (noun phrase)
E.g., Another way that IR differs from ER is with respect to <u>the selection of reading texts</u> .			

* describes which particular area of a subject you are discussing

I was better off in my last job **in terms of** money. (*not* other benefits such as promotions)

** means “in connection with something”

Aspirin reduces pain **in relation to** migraine headaches. (*not* other issues such as back pain)

Thesis statement: While many similarities between BrE and AmE are evident, the differences are significant and worthy of investigation.

1. First body paragraph (point of comparison: **vocabulary**)

2. Middle paragraph (point of comparison: **grammar**)

3. Final body paragraph (point of comparison: **pronunciation**)

D. Add topic sentences to your individual writing.

GRAMMAR 1: Connectors for showing contrast

There are several types of connectors that show **contrast**.

1. To **add new information**, use **one difference between, another difference between**:

One difference between speaking and writing is (in relation to) structure and style.

Another difference between speaking and writing is that the former is temporary, whereas the latter is permanent.

2. To show **contrast within a sentence**, use **differs from, in contrast to, unlike, different from, dissimilar to**. Transitions in this group need to be followed by a noun phrase:

CLT **differs from** GTM in several ways.

In contrast to GTM, CLT is more student centered.

Unlike GTM, CLT aims to improve students' communicative competence.

The teaching methodologies of the 21st century are **different from / dissimilar to / unlike** the methodologies of the past.

3. To show **contrast between clauses**, use the transitions **on the other hand, in contrast, on the contrary, however, conversely**. Transitions in this group can be used at the beginning of a sentence followed by a comma, or they can be moved around to emphasize the word or phrase immediately before them:

The phonics approach focuses on word analysis. **On the other hand, / In contrast**, whole language prioritizes meaning in context. (emphasis on "meaning in context")

The phonics approach focuses on word analysis. Whole language, **however**, prioritizes meaning in context. (emphasis on the subject, "whole language")

Some practitioners believe that IR and ER are inherently incompatible. **On the contrary**, they complement each other.

Note: The phrase **on the contrary** is used to show that you think the **opposite** of what has just been stated. It means "that's wrong," and it can be replaced by the transition *in fact*. It is often confused with *on the other hand* and *in contrast*.

b. To show contrast between clauses, use **while, whereas**:

Quantitative research is concerned with answering a research question, **whereas** qualitative research is often concerned with finding one.

Note: *While* and *whereas* always require commas before them. Also, *whereas* is the preferred subordinator to show contrast.

Exercise 1: Fill in the blanks with *on the other hand* or *on the contrary*. Capitalize and add commas where necessary.

1. Quantitative research follows a deductive approach. _____ qualitative research employs an inductive approach.
2. Some experts have claimed that extensive reading (ER) is unnecessary. _____ ER plays an integral role in early childhood reading skills development.
3. Authentic listening materials include fillers, pauses, and hesitations, which represent natural speech (Brown, 2014). _____ purpose-made materials feature neat turn-taking and clear endings (Field, 2008).
4. Teachers often explain reading texts to learners in class because they think this practice is helpful. _____ this practice is harmful and often leads to boredom and disengagement (Richards, 2001).

Exercise 2: Read the body paragraphs from two different comparison-contrast essays. Fill in the blanks with connectors from the boxes. Capitalize and use correct punctuation.

A)

differs from	in contrast	dissimilar to
<p>Another way that authentic listening materials are (1) _____ purpose-made materials is in relation to origin. According to Brown (2011, p. 3), “authentic materials originate in the real world of the target language.” (2) _____ purpose-made listening materials such as fabricated reading texts and oral dialogs are created specifically for teaching purposes.</p> <p style="text-align: center;">References</p> <p>Brown, S. (2011). <i>Listening myths</i>. The University of Michigan Press.</p>		

B)

unlike	differ	whereas	on the contrary
<p>First, interactional speaking and transactional speaking (1) _____ with respect to communicative purpose. The main purpose of interactional speaking is socialization: to establish and maintain social relationships (Brown & Yule, 1983). Examples include “small talk” and conversation among friends. (2) _____ the purpose of interactional speaking, the purpose of transactional speaking is to achieve a goal. Transactions can be classified into two types: exchanging information and asking for goods and services. Examples of the former include speech acts such as requesting directions, (3) _____ examples of the latter are checking in to a hotel or ordering food in a restaurant.</p> <p style="text-align: center;">References</p> <p>Brown, G., & Yule, G. (1983). <i>Teaching the spoken language</i>. Cambridge University Press.</p>			

Exercise 3: Refer to the infographic “Food & Wine Pairing” on the class website. Say whether the sentences below are true (T) or false (F).

Example

1. T Red meat **pairs with** bold red wine, whereas poultry **goes** better **with** rich white wine.

2. _____ Unlike dessert wine, which goes well with chocolate and coffee, rich white wine pairs with soft cheeses such as Brie.

3. _____ Red meats, for instance beef and lamb, pair well with bold red wine. On the other hand, cured meats like salami and bacon go well with light white wine.

4. _____ One difference between Malbec and Pinot Noir is that the former pairs well with hard cheeses like cheddar and Parmesan, while the latter does not.

5. _____ Moscato pairs with whole wheat grains, but it doesn't go with sweet starchy vegetables.

b) Follow the examples above and write several **true** sentences. Use a range of different connectors for showing contrast. Use only the verb phrases **pair(s) with** and **go(es) with**.

1.

2.

3.

APPLY

A. Add connectors that show contrast to your individual writing.

GRAMMAR 2: Connectors for showing similarity

There are several types of connectors that show **similarity**.

1. To **add new information**, use **one similarity between, another similarity between**:

One similarity between speaking and writing is that they are both productive skills.

2. To show **similarity within a sentence**, use **similar to, like, the same as**. Transitions in this group need to be followed by a noun phrase:

Similar to speakers, writers desire to communicate with an audience.

Writers are **like / the same as** speakers in their desire to communicate.

Alike, similar, the same follow a form of *-be*:

Speaking and writing **are alike / similar / the same** in terms of communicative purpose.

b. To show similarity within a sentence, use the correlative conjunctions **both ... and, not only ... but also, either ... or, neither ... nor**:

Both GTM **and** ALM are teaching methodologies.

It is helpful to study **not only** grammar **but also** vocabulary.

Students can learn with **either** authentic **or** purpose-made materials.

Neither process drama **nor** readers' theater are mainstream teaching approaches.

3. To show **similarity between clauses**, use **in the same way (that/as), just as, similarly, likewise**.

Meaning can be communicated through sounds. **In the same way**, it can be communicated through written language.

Just as extensive listening benefits learners, extensive reading does as well.

The spelling of a word is not always an accurate guide to how it is pronounced. **Similarly, / Likewise**, the pronunciation of a word is not always helpful when spelling.

So is often used in the main clause following **just as**. Note the inverted subject-verb order:

Just as speakers need practice, **so** do writers.

Just as adjectives modify nouns, **so** do relative clauses.

Just as intensive reading can make you a better reader, **so** can extensive reading.

Exercise 1: Read the body paragraphs from three different comparison-contrast essays. Fill in the blanks with connectors from the boxes. Capitalize and use correct punctuation.

A)

similar to	both	neither
just as	not only	and

(1) _____ process drama (2) _____ readers' theater are effective in lowering students' classroom speaking anxiety. (3) _____ process drama, readers' theatre sets the class mood in a distant time and land such as 17th century London. Distancing the classroom activity from reality in this way helps students become less self-conscious about their speaking performance.

B)

both	so	alike
and	likewise	just as

Yoga and Pilates are both transformational, focused methods of movement that facilitate positive change in the body, mind, and spirit. They complement one another in the best of ways. Here are some other ways that the two are (1) _____.

(2) _____ yoga encourages you to focus on the present moment and the movement itself rather than the outcome, (3) _____ does Pilates. Also, (4) _____ need little more than a sticky mat to be performed. Yoga incorporates simple props to enhance form (e.g., straps, blocks, and cushions). (5) _____ Pilates exercises use props to facilitate form as well as increase the challenge by adding some resistance.

C)

alike	just as	and
similarities	another similarity	similar to

The written form of English and Korean share a few (1) _____. For example, they are (2) _____ in that they use periods, question marks, and exclamation points to end sentences, ask questions, and show emotion, respectively. Also, (3) _____ English, Korean script goes from left to right, resulting in rows of lines one under the other (unlike Japanese, which runs top to bottom on the page). Finally, (4) _____ an English text is made of many small units of thought, so too is a Korean text in which sentences group together to form paragraphs.

Exercise 2: Fill in the blanks with complementary knives (see the infographic below). Then rewrite the sentences two different ways. Use a range of different connectors for showing similarity.

Example

1. A paring knife can be used to make small, delicate cuts. A clip point knife can also be used to make small, delicate cuts.

a) **Both** a paring knife **and** a clip point knife can be used to make small, delicate cuts.

2. A(an) _____ knife is good for slicing and carving. A slicer is also good for slicing and carving.

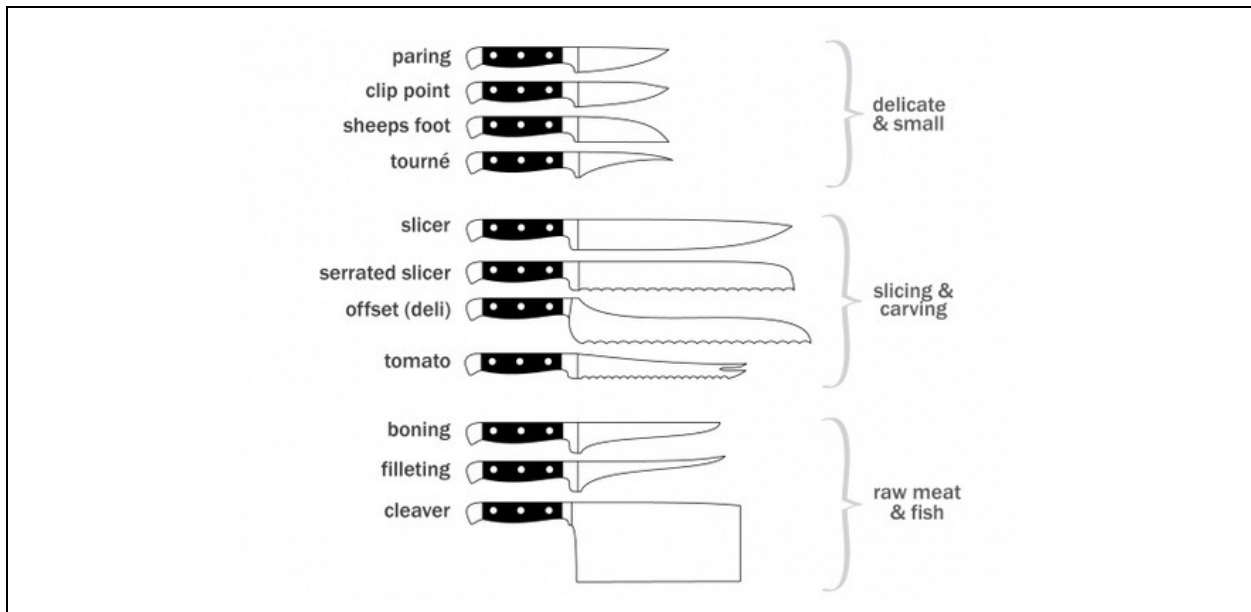
1)

2)

3. Raw meat and fish can be prepared with a _____ knife or a cleaver.

1)

2)



APPLY

A. Add connectors that show similarity to your individual writing.

WRITING SKILL 3

Academic Writing

Academic writing refers to the kind of writing that is done in university. It is different from personal writing (e.g., shopping lists), social writing (e.g., birthday invitations), or popular writing (e.g., news reports) in at least two ways: It is more **impersonal** and more **formal**.

There are several things you can do to make your writing appear more academic.

1. Generally, avoid using the pronouns “I,” “you,” and “we.” Academic writing is impersonal, so the writing should not address the reader directly.

✓ **This paper/The writer** will review several different approaches to grammar instruction. **Readers** will find a direct application of **the** results to **their** classroom teaching.

✗ **I** will review several different approaches to grammar instruction. **You** will find a direct application of **my** results to **your** classroom teaching.

2. Avoid using contractions. Contractions make writing appear more like speaking.

✓ **It is** problematic that Krashen’s hypotheses **cannot** be tested.

✗ **It’s** problematic that Krashen’s hypotheses **can’t** be tested.

3. Avoid using **phrasal verbs**. Phrasal verbs consist of a verb and a “particle” (a preposition or adverb). Phrasal verbs have **idiomatic** meanings. And although phrasal verbs are common in speaking and in popular writing, they all have a formal single word counterpart that should be used instead in academic writing, e.g., *test* (~~try out~~), *increase* (~~go up~~), *review* (~~go over~~):

✓ The writer will first **review** recent research findings.

✗ The writer will first **go over** recent research findings.

APPLY

A. Edit the research abstract below to make it more academic.

In recent years, the number of international students enrolled in Australian universities has ~~gone up~~ _____ dramatically. Several studies have ~~said/mentioned~~ _____ that these students ~~don’t~~ _____ receive the language support they need. This situation has disappointed many students. So _____ faculty and staff have been ~~trying out~~ _____ several different models of ESL services. † _____ will ~~go over~~ _____ which models are most effective and which ones ~~come up~~ _____ most in TESOL research.

See answer key in **Appendix 1**.

WRITING SKILL 4

Paraphrasing & Summarizing

A **paraphrase** is a restatement of the meaning of a text using other words. Whenever you paraphrase you must do two things:

1. **Change the words** (i.e., use synonyms). Do not use more than two words in a row from the original. (You can reuse technical words or fixed chunks, for example, “task-based language teaching.”)
2. **Change the grammar** (e.g., reverse the order of the subject and complement/object). Be careful not to change the meaning of the original in any way—or add anything to it (e.g., your opinion).

Developing an awareness of phonemes precedes analytic phonics teaching.

Analytic phonics instruction follows building up phonemic awareness.

Follow these steps to **paraphrase** a sentence (or short paragraph):

1. Read the sentence(s).
2. Look away and rewrite it in your own words. Imagine saying, “In other words ...”
3. Compare your version with the original and revise if necessary. Finally, cite your source.

A **summary** is made by choosing only the main ideas from a text (shortening it to about one-third of its original length). Summarizing involves systematically deleting all (or most) of the **specific details** and **examples** from within the source text. Here is a procedure:

1. Read the passage and underline the **main ideas** (look for topic sentences and conclusions).
2. Delete/ignore all (or most) minor **specific details** and **examples**.
3. Paraphrase main ideas and any important details/examples.
4. Write a topic sentence for your summary paragraph.
5. Write out the summary neatly. Finally, cite your source.

ANALYZE

A. Say which sentence (a or b) is the better paraphrase (BP).

1. “Small talk” consists of short exchanges that usually begin with a greeting.
a) _____ Small talk is made up of short exchanges that usually begin with a greeting.
b) _____ Brief social interactions like saying hello to a neighbor are the foundation of small talk.
2. Ignore all but the most serious errors of pronunciation when drilling for grammar practice.
a) _____ When conducting a grammar drill, avoid correcting pronunciation unless it is seriously flawed.
b) _____ Avoid drilling for grammar practice because it does not result in better pronunciation.
3. Quantitative research describes phenomena in numbers instead of words.
a) _____ Quantitative researchers rely on statistics rather than narratives to describe phenomena.
b) _____ Phenomena are described in numbers instead of words in quantitative research.

See answer key in **Appendix 1**.

APPLY

A. Paraphrase the sentences about English language teaching. Follow the suggested “strategies.”

1) “Divide 1 sentence into 2 sentences”

Communicative language teaching (CLT) focusses on meaning, with little explicit attention to grammatical form.

In communicative language teaching (CLT) an explicit focus on form is avoided. CLT is primarily concerned with meaning.

2) “Reverse the order of the subject and complement”

Three or more stages make up a task-based class.

3) “Change an active voice sentence into the passive voice (or vice versa)”

John Hart first recommended phonics as a teaching method in 1675.

4) “Combine 2 sentences into 1 sentence (+ use the word *whereas*, or other subordinator)”

The genre approach to writing stresses the idea that people write to get things done in the real world. On the other hand, the process approach focusses on the importance of teaching writing processes.

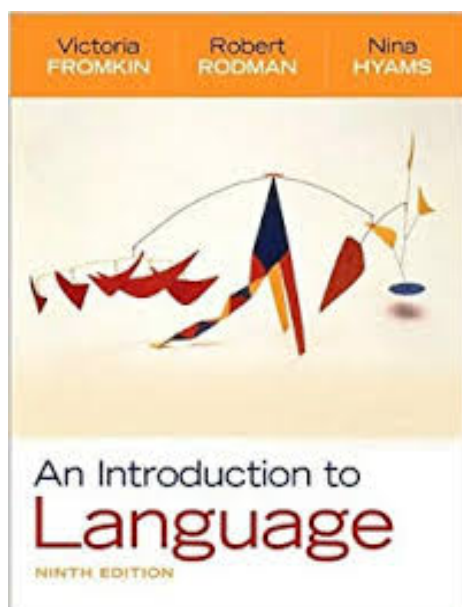
5) “Combine 2–3 sentences into 1 (+ start with the words *There is/are ...* + use relative clauses)”

Vocabulary refers to single words. In contrast, the concept of lexis is bigger. It refers to both words and complete ready-made chunks (e.g., *let’s face it*).

See answer key in **Appendix 1**.

b) Check your paraphrases. Make sure you have not used more than two words in a row from the original.

MECHANICS: Writing with Sources



An Introduction to Language, Ninth Edition

by Victoria Fromkin, Robert Rodman, and Nina Hyams

CHAPTER 2: The Biology of Language

The process of acquiring speech is the same for all children. During the first year of life, children develop the sounds of their language. They begin by producing and perceiving many sounds that do not exist in their language input, the babbling stage. Gradually, their productions and perceptions are fine-tuned to the environment. ... Children utter their first words at around the age of twelve months. During the second year, they learn many more words and they develop much of the phonological system of the language. Children's first utterances are one-word sentences (the holophrastic stage) ...

<process continues for 2 more paragraphs on p. 67>

ANALYZE

1. Underline the family names of the three authors.

Student summary

All children acquire a first language in predictable stages **[A]**. As the authors illustrate, the first stage is characterized by babbling **[B]**. During the first year of life, children develop an awareness of the sounds of their language. At the end of the first year, short sentences are common, and this marks the holophrastic stage. During the telegraphic stage, the child produces longer sentences that often lack function or grammatical morphemes **[C]**. Between the ages of two and three, children begin to combine words to form short, sentence-like utterances, after which a child's language development expands rapidly. By the age of five, all children have an intact linguistic system that is nearly as developed as those of the adults around them **[D]**.

References

Victoria, F., Robert, R., & Nina, H. (2011). *An introduction to language* (9th ed.). Cengage Learning.

2. Look at the four squares [] and indicate where the "in-text citation" below should be added. (Fromkin, Rodman, & Hyams, 2011)

a) [A] b) [B] c) [C] d) [D]

3. Correct the names in the references list.

Academic-style Documentation

Whenever you paraphrase or summarize the words or ideas of another author, you need to tell your reader from where you borrowed the information. To **cite your source(s)** of information in American Psychological Association (APA) style, you need to do two things:

1. Write a shorthand **in-text citation** in the body of your text
2. Add a **references list entry** to the end of your text

Here is how you can document borrowed information from **books**. See the model text for more examples of APA-style referencing.

1 author author + date (+ page number if you quote directly)

in-text citations	An important first step toward speech is babbling (McCabe, 2010). <u>McCabe (2010) stated that</u> an important first step toward speech is babbling. <u>According to McCabe (2010, p. 322)</u> , “babble is increasingly being understood as an essential precursor to speech.”
references list entry	McCabe, A. (2010). <i>An introduction to linguistics and language studies</i> . Equinox Publishing.

2 authors authors + date (+ page number if you quote directly)

in-text citations	A task-based lesson comprises three stages (Brown & Lee, 2015). <u>According to Brown and Lee (2015)</u> , a task-based lesson comprises three stages.
references list entry	Brown, T., & Lee, H. (2015). <i>Teaching by principles: An interactive approach to language pedagogy</i> (4th ed.). Pearson Education.

3+ authors first author + et al. + date (+ page number if you quote directly)

in-text citations	The first stage is characterized by babbling (Fromkin et al., 2011). According to Fromkin et al. (2011, p. 67), at the end of the first year, “one-word sentences” are common, and this marks the holophrastic stage.
references list entry	Fromkin, V., Rodman, R., & Hyams, N. (2011). <i>An introduction to language</i> (9th ed.). Cengage Learning.

Tip: See the [University of Western Australia's APA Style Guide](#) for more examples.

REVISE & EDIT

A. Parentheses and APA style

Correct the errors using parentheses.

1. ... between immersion and CLIL (content and language integrated learning).
2. Communicative language teaching (CLT) and task-based language teaching (TBLT) are both communicative approaches. In fact, TBLT is sometimes referred to as the methodology of communicative language teaching.
3. ... especially important in English as a foreign language(EFL) settings ...

Correct the errors using APA style.

In-text citations
... is now widely accepted to be false (McCabe, A. 2010).
According to Brown & Lee (2015), a task-based lesson ...
A task-based lesson ... (Brown and Lee, 2015).
According to McCabe (2011, p.322), “babble is increasingly being understood as an essential precursor to speech.”
There is a difference between “reading to learn” and “learning to read (Larsen-Freeman & Anderson, 2011, p. 6).”

References
McCabe, A. (2010). <i>An Introduction to Linguistics and Language Studies</i> . London: Equinox Publishing.
Brown, H., & Lee, H. (2015). <i>Teaching by principles : an interactive approach to language pedagogy</i> (4th ed.). NY: Pearson Education.
Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and Principles in Language Teaching</i> (3rd ed.). Oxford: Oxford University Press.

B. Check the parentheses and APA style in your individual writing. Edit as needed.

REVIEW

A. Go back to page 1 and reassess your knowledge of the target vocabulary. How has your understanding of the words changed or deepened?

B. What did you learn about **your** writing process this module? Follow the sample below and describe your strengths and weaknesses as a writer.

Stages of the Writing Process	“Needs Attention” I really struggled in the stage(s) below.	“Developing” I learned something about/ had some success in the stage(s) below.	“Accomplished” I effectively managed the stage(s) below <i>for this genre.</i>	“Proficient” I could effectively manage the stage(s) below in <i>all</i> my future writing.
pre-writing/outlining				
drafting/revising				
editing/proofreading				
Reflection:				

Appendix 1: Answer key.

APPLY

A.

In recent years, the number of international students enrolled in Australian universities has ~~gone up~~ increased/risen dramatically. Several studies have ~~said/mentioned~~ shown/noted that these students ~~don't do not~~ receive the language support they need. This situation has disappointed many students. ~~So~~ Consequently/Therefore, faculty and staff have been ~~trying out~~ testing several different models of ESL services. ↓ This paper/The writer will ~~go over~~ review which models are most effective and which ones ~~come up~~ appear most in TESOL research.

ANALYZE

A.

1. b)
2. a)
3. a)

APPLY

A.

2. A task-based lesson **comprises** at least three stages.
3. The instructional method phonics **was** first **proposed by** John Hart in the mid-1670s.
4. The process approach prioritizes the teaching of writing procedures, **whereas** the genre approach emphasizes the practical, real-world purposes of writing.
5. **There is** a difference between vocabulary, **which** relates to single items, and the broader idea of lexis, **which** relates to single items and word combinations (e.g., *on-the-spot decision*).

Appendix 2: Arrangement of borrowed ideas and words in the model text.

<p>... There are two approaches to reading skills development: intensive reading (IR) and extensive reading (ER). Despite bearing some outward similarities, the differences between IR and ER are pronounced.</p>	}	<p>thesis statement (student writer)</p>
<p>First, there is a difference in terms of instructional aims. The aim of IR is to increase learners' knowledge of language features and their control of reading strategies (Nation, 2009). According to the author, when students read intensively, they are reading a text to learn something about the language itself, for instance a new word or some grammar. In contrast, when students learn to read, they are practicing the skill of reading with the aim to deepen their knowledge of already met language items and build reading fluency (Day & Bamford, 1998). Fluent reading is facilitated when learners read books that are intrinsically motivating. According to Wallace (1992, p. 180), "this creates a virtuous circle in which the learner's ability to read leads to more reading and greater fluency."</p>	}	<p>topic sentence (student writer)</p> <p>borrowed ideas 1st source</p> <p>borrowed ideas 2nd source</p> <p>borrowed ideas + words (3rd source)</p>
<p>Another way that IR differs from ER is with respect to the selection of reading texts. IR uses short, challenging texts chosen by the teacher (Nation, 2009). The author also stated that this is the typical reading that many students experience in their textbooks and find disengaging. A key principle of ER, on the other hand, is to use graded readers (also called "Readers") (Day & Bamford, 1998). Readers are books (both fiction and non-fiction) written especially for language learners to build their reading speed and fluency and give them a chance to experience reading for pleasure ...</p>	}	<p>topic sentence (student writer)</p> <p>1st source</p> <p>2nd source</p>

A special case: Citing a "secondary" or "indirect" source.

In-text citation
<p>An early theory of L1 acquisition claimed that child language development was the result of conditioning (Skinner, 1953, as cited in Brown & Lee, 2015).</p> <p>Skinner (1953, as cited in Brown & Lee, 2015) claimed that child language development was the result of conditioning.</p> <p>Note: You do NOT require a full citation for Skinner in your references list.</p>
References
<p>Brown, T., & Lee, H. (2015). <i>Teaching by principles: An interactive approach to language pedagogy</i> (4th ed.). Pearson Education.</p>