

MODULE 3: COMPARISON-CONTRAST WRITING

Objectives

In this module, you will learn how to

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

Academic Words

	How well do you know the academic words/affixes ? Tick (“V”) the column.			
Words/Affixes	I have never seen it before.	I understand what it means.	I have used it, but not sure if correctly.	I can use it correctly when writing.
compatible (<i>adj</i>)	V			
complementary (<i>adj</i>)				
comprehension (<i>n</i>)				
dis- (<i>prefix</i>)				
engage (<i>v</i>)				
in- (<i>prefix</i>)				
integral (<i>adj</i>)				
intensive (<i>adj</i>)				
practitioner (<i>n</i>)				
vocabulary (<i>n</i>)				

Tip: See *Academic Vocabulary in Use (EVU)* (Units 16, 17, 46) and the file “**Common Prefixes and Suffixes**” on the class website for more **academic words/affixes**.

Jump to Appendix 2 [[Individual Writing](#)]

PREPARE TO WRITE

RHETORICAL FOCUS: COMPARISON-CONTRAST ANALYSIS

Comparison-contrast analysis involves discussing the similarities and/or differences between things, people, or ideas that share some common features. A **comparison** examines **similarities**, whereas **contrast** examines **differences**.

A **point of comparison** (POC) is a **feature** that both subjects share, though not in exactly the same way or to the same degree. Take, for example, the iPhone and Galaxy. Both phones have a price, but the prices are different. Here the POC is “**price**” because this is a shared feature. A faulty POC would be “**Android OS**” because only Galaxy phones have this feature. A better POC would be “**OS**” because both the iPhone and Galaxy have this feature, though they are different.

Use **2–4** points of comparison in a text of **400–600** words.

Comparison-contrast texts have the following **structure**:

- 1. Introduction:** Introduces the topics to be compared/contrasted. Titles often contain the key words **comparison**, **differences**, or **versus** (vs.), e.g., The iPhone vs. Galaxy.
- 2. Body:** Consists of your **points of comparison** (POCs). Usually, each body paragraph focuses on a single POC. POCs are arranged by **importance** or **familiarity** (e.g., the most important/unfamiliar POC saved till last).

The **iPhone** and **Galaxy** have different **prices**.

iPhone (explanation, examples, specific details)

The iPhone often costs around \$1,000 or more, making it a luxury product. Apple sets a high price because of the brand's reputation and unique features.

...

POCs

price

design

Galaxy (explanation, examples, specific details + **contrasted** with iPhone)

Galaxy models, **on the other hand**, start at about \$300, making them less expensive. This makes the Galaxy a good option for people who want a high-quality phone for less money.

...

- 3. Conclusion:** Provide a simple **summary** before discussing an **insight** that you have drawn from your analysis (i.e., the larger significance). Alternatively, point out a possible **trend** or **consequence**.

ANALYZE

A. Complete the summary.

Comparison-contrast analysis involves discussing the _____ and _____ between things that share common features. A _____ (POC) is a shared feature, though it differs in some way. The body of a comparison-contrast text can be arranged by _____ or familiarity. The conclusion provides a simple _____ and discusses a larger insight or trend.

Read

1. How many **points of comparison** are in the text?

A Comparison of Reading Approaches: Intensive vs. Extensive Reading

Reading and Writing (RAW)
Written Assignment
October 26, 2022

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 learners. 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 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."

Another way that IR differs from ER is in relation 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.
- Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. Routledge.
- Wallace, C. (1992). *Reading*. Oxford.

Think

1. Which approach do you think would be more enjoyable: reading challenging texts chosen by the teacher (IR) or reading books you choose yourself (ER)? Why?
2. Think of a time when reading something in English helped you learn a new word or grammar point? Was it more like IR or ER?

ANALYZE

B. Look at **Model Text 1** and answer the questions.

1. Who was the intended **audience** of the text? **a.** general adults **b.** an expert
2. What is the **purpose** of the text? **a.** to inform **b.** to entertain **c.** to persuade
3. How did **1** and **2** above determine the writer's "**register**"? **a.** neutral **b.** formal
4. Notice the use of parentheses () throughout the text. Why did the writer not shorten "second language" to (L2) in **paragraph 1**?
5. Tick (V) the sentences and underline the words that show **difference**.

- V **In contrast**, when students learn to read, they are practicing the skill of reading ...
- 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. Look at **Model Text 1** and complete the outline.

A Comparison of Reading Approaches: Intensive vs. Extensive Reading			
Thesis:			
Point of comparison	IR	ER	same/different?
1)	<i>increase learners' knowledge of language and reading strategies</i>		<i>different</i>
2) <i>reading material</i>		<i>graded readers chosen by the learners</i>	
3)	<i>teacher centered and classroom-based</i>		

WRITING SKILL 1

Thesis Statements

A **comparison-contrast** thesis statement shows whether the essay will focus on similarities or differences (or both). Key words that foreshadow comparison include **differences**, **similarities**.

Use the **patterns** to generate **academic** thesis statements.

Pattern 1					
The [differences / similarities] between <u>A</u> and <u>B</u> are	pronounced,	and they	merit	detailed	investigation.
The similarities between <u>first language (L1) reading</u> and <u>second language (L2) reading</u> are <i>pronounced</i> , and they <i>merit detailed investigation</i> . [use synonyms]					
Pattern 2					
Although they bear some Despite bearing some	outward	[differences / similarities] ,	the [differences / similarities] between <u>A</u> and <u>B</u> are	significant.	
Although they bear some outward differences , the similarities between <u>L1 reading</u> and <u>L2 reading</u> are <i>significant</i> . [use a synonym]					
Pattern 3					
While some/many [differences / similarities] between <u>A</u> and <u>B</u> are	evident,	the [differences / similarities] are	pronounced (and worthy of investigation).		
While some differences between <u>L1 reading</u> and <u>L2 reading</u> are evident, the similarities are <i>pronounced</i> and worthy of <i>investigation</i> . [use synonyms]					

APPLY

A. Write an **academic** thesis statement for these ELT topics. See the notes above for help.

1. native speaking teachers (NS) / non-native speaking teachers (NNS) (**differences**)

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

B. Add an **academic** thesis statement to your individual writing.

Topic sentences: Use these patterns to generate **academic** topic sentences.

Pattern 1: First and final body paragraph			
“old” information		“new” information	
[First, / Most noticeably,] there is a [difference / similarity]	between <u>A</u> and <u>B</u> between the two	in terms of	<u>point of comparison</u> (noun phrase)
First, there is a difference between <u>L1 reading</u> and <u>L2 reading</u> in terms of <u>instructional aims</u> .			
Pattern 2: Middle paragraph(s)			
Another way that [<u>A</u> differs from <u>B</u> / <u>A</u> is different from <u>B</u>]	is	with respect to	<u>point of comparison</u> (noun phrase)
<u>A</u> and <u>B</u> also	differ (+ adverb)	in relation to	
<u>L1 reading</u> and <u>L2 reading</u> also differ significantly with respect to <u>the selection of reading texts</u> .			

Notes:

in terms of focuses more on **categorization**; slightly less formal

My last job was better **in terms of** money. (likely also concerned with other categories, e.g., holidays, promotions)

with respect to / in relation to emphasize a **connection** to the subject; slightly more formal

Aspirin reduces pain **in relation to** headaches. (not necessarily concerned with other categories, e.g., back pain, muscle aches)

C. Write **academic** topic sentences for the thesis below. See the notes above for help.

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 **academic** topic sentences to your individual writing.

WRITING SKILL 2

Academic Writing

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

Here are three ways to make your writing appear more academic:

1. Avoid the **pronouns** “I,” “you,” and “we.” Academic writing is impersonal, so the writer should not address the reader directly.

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

✓ **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.

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

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

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

3. Avoid **phrasal verbs**. Phrasal verbs are very common in speaking and in popular writing, but each one has a formal counterpart that should be used instead in academic writing, e.g., **test** (~~try out~~), **increase** (~~go up~~), **review** (~~go over~~):

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

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

ANALYZE

A. Edit the text below to make it more “academic.” See the notes above for help.

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. Consequently, faculty and staff have been testing several different models of ESL services. † _____ will ~~go over~~ _____ which models are most effective and which ones appear most in TESOL research.

WRITING SKILL 3

Paraphrasing & Summarizing

A **paraphrase** is when you express the meaning of a text in your own words.

1. Change the words (i.e., use **synonyms**). Do not use more than two words in a row from the original. You may reuse technical words or fixed chunks, e.g., “task-based language teaching.”

2. Change the grammar (e.g., reverse the order of the subject and complement). Do not change the meaning in any way or add anything (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: **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/edit. Finally, **cite your source** (i.e., show from where you got the information).

A **summary** is when you shorten a text to about 1/3 its original length. You can summarize a short subsection or paragraph using the **summary by deletion** technique:

1. Read the text and underline the **main ideas**.
2. ~~Cross-out~~ all (or most) **examples** and **specific details**.
3. **Paraphrase** main ideas and important details/examples.
4. Write a **topic sentence** for your summary paragraph.
5. Write the summary neatly. Finally, **cite your source**.

ANALYZE

A. Which sentence (**a** or **b**) is the **better paraphrase** (V)?

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.

APPLY

A. Paraphrase the sentences about **language teaching**. Follow the “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) “Express the same meaning in the opposite way (e.g., ‘rarely won’ vs. ‘often lost’)”

Traditional methods rarely succeeded in attracting the interests of learners.

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

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

5) “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.

*The process approach prioritizes the teaching of writing procedures, **whereas** the genre approach emphasizes the practical, real-world purposes of writing.*

Warning: Do not accept **AI generated paraphrases** uncritically—AI tools often make mistakes. For better results, tell the AI which strategy (above) you want it to follow.

B. Use the **summary by deletion** technique to summarize (and then paraphrase) this AI generated text.

>> I am a [B1+] level English language learner. Help me **contrast** the iPhone and Galaxy. My point of comparison is **price**. Write a short paragraph (150 words). Include some explanation, examples, and specific details.

>> Certainly! Here's the paragraph.

The iPhone, known for its premium status, ~~typically starts at around \$1,000 for its latest models.~~ This high price reflects Apple's strategy of positioning the iPhone to consumers as a luxury item. ~~appealing to consumers who value brand prestige, cutting-edge technology, and seamless integration with other Apple products.~~ On the other hand, the Galaxy offers a wider range of pricing options, catering to a broader audience. For example, while the high-end Galaxy S series can also cost around \$1,000, Samsung provides more affordable alternatives, such as the Galaxy A series, which can start as low as \$300. This flexibility makes the Galaxy an attractive option for consumers who want a quality smartphone without the premium price tag. To sum up, the iPhone appeals to those who want a premium device, while the Galaxy is more flexible in its pricing, attracting a wider range of consumers. **(145 words)**

Summary (approximately **50 words**)

One difference between the iPhone and Galaxy is ...

References

OpenAI. (2024). *ChatGPT* (Sep 14 version) [Large language model]. <https://chat.openai.com>

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

VOCABULARY

A. Fill in the missing word forms. Use a [dictionary](#) to check the meanings of new words.

Noun	Adjective	Verb	Adverb
-	intensive	intensify	
vocabulary	-	-	-
comprehension		comprehend	-
complement	complementary	complement	-
	-	practice	-

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

1. Teach students no more than 7–12 _____ items per class.
2. Second language acquisition is facilitated by _____ input.
3. A(n) _____ course might be more suitable for some learners, while others could benefit from an extended program, which spans a longer duration.
4. Grammar exercises and communicative activities are _____ tools that an effective ELT _____ uses in the classroom.

C. Replace the underlined words with an **in-** or **dis-** form of a word below. Move words around if necessary.

similar | comprehensible | engage | comprehensive | compatible

1. British and American English are not the same in a few respects.
2. Students can appear not very interested in the content of a lesson for various reasons.
3. Traditional teaching and technology were once considered not going along well with each other.
4. The teacher's explanation of the grammar rule was utterly impossible for the students to understand.

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

GRAMMAR 1: Connectors that show contrast

Exercise 1: Fill in the blanks with **on the other hand** or **on the contrary**. Capitalize and add commas where necessary. See the notes next page for help.

1. Quantitative research follows a deductive approach. _____ qualitative research uses an inductive approach (Field, 2010).
2. Some experts have claimed that extensive reading (ER) is unnecessary (Swan, 2008). _____ ER plays an integral role in early childhood reading skills development (Day, 2015).
3. Some teachers think that watching movies is not a serious method for language learning; _____ it can be a very effective tool for acquiring natural, conversational English (Brown, 2014).

Exercise 2: Fill in the blanks with connectors from the boxes. Capitalize and use correct punctuation. See the notes next page for help.

differs from in contrast dissimilar to
Another way that authentic listening materials are (1) _____ purpose-made materials is in relation to origin. According to Brown (2021, 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.
References
Brown, S. (2021). <i>Listening myths</i> . The University of Michigan Press.

unlike differ whereas on the contrary
First, interactional speaking and transactional speaking (1) _____ in terms of communicative purpose. The main purpose of interactional speaking is socialization: to establish and maintain social relationships (PerplexityAI, 2024). 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.
References
PerplexityAI. (2024). <i>Perplexity</i> [Large language model]. https://www.perplexity.ai .

APPLY

- A.** Draft/revise/edit the **body paragraphs** in your individual writing.

Notes:

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

One difference between speaking and writing is (in terms of) 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 are 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 **on the other hand, in contrast, on the contrary, however, conversely**. Transitions in this group begin sentences and are followed by a comma. They can also be moved around to emphasize a 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.

GRAMMAR 2: Connectors that show similarity

Exercise 1: Fill in the blanks with connectors from the boxes. Capitalize and use correct punctuation. See the notes next page for help.

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 (OpenAI, 2024). Distancing the classroom activity from reality in this way helps students become less self-conscious about their speaking performance.
References OpenAI. (2024). <i>ChatGPT</i> (Sep 14 version) [Large language model]. https://chat.openai.com/chat

both so alike and likewise the same as
Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are (1) _____ in that they both prioritize the practical application of language in real-world contexts. According to OpenAI (2024), ChatGPT states that just as CLT emphasizes interaction as the means and the ultimate goal of language learning, (2) _____ does TBLT. In fact, they (3) _____ place a strong focus on learner autonomy, actively encouraging students to use the target language spontaneously and creatively.
References OpenAI. (2024). <i>ChatGPT</i> (Sep 14 version) [Large language model]. https://chat.openai.com/chat

alike just as and similarities another similarity similar to
The written form of English and Korean share a few (1) _____. For example, they are alike in that they use periods, question marks, and exclamation points to end sentences, ask questions, and show emotion, respectively. Also, (2) _____ 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, (3) _____ 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.

APPLY

A. Draft/revise/edit the **body paragraphs** in your individual writing.

Notes:

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 are 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.

WRITING SKILL 4

Formal Introductions

A. Funnel

A formal introduction contains **background information** and a **thesis statement**. In the “funnel” strategy, several general statements provide context for the reader. The thesis statement comes at the end of the introduction. It contains both the topic(s) and the main idea for the whole essay.

Funnel	<p>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 learners. 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, <u>the differences</u> between IR and ER <u>are pronounced</u>.</p>	<p>broad (but not <i>too</i> broad—notice the writer doesn't start with “Language is important for all humans because ...”</p> <p>▼ narrow</p> <p>thesis statement</p>
---------------	--	---

B. Definition and history

An 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	<p>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.</p>
---------------------------------	--

C. Turnabout

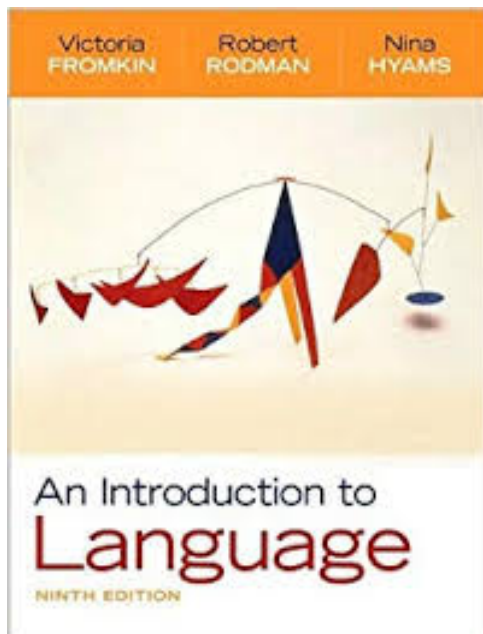
A “turnabout” introduction opens with a few sentences summarizing a point of view that is directly **opposite** the writer's own thesis. Unlike the (often boring) broad-to-narrow strategy of the funnel, this strategy—based on the principle of old information before new information—is dynamic and powerful.

Turnabout	<p>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.</p> <p>However, while some similarities between them are evident, the differences are pronounced and worthy of examination.</p>	<p>} old information</p> <p>} new information</p>
------------------	---	---

APPLY

A. Write a **formal** introduction for your individual writing.

MECHANICS 1: Writing with Sources



An Introduction to Language, Ninth Edition

by Victoria Fromkin, Robert Rodman, and Nina Hyams

CHAPTER 9: Language in Society

The development of American English from British English is a process that took place over several centuries. This linguistic shift began in the 17th century when British settlers brought their language to North America. Initially, the English spoken in the American colonies was very similar to that in Britain. However, as time passed, several factors led to the divergence of the two dialects.

First, the physical separation between Britain and the American colonies meant that new words and expressions developed independently in the United States ...

[process continues for several more paragraphs]

ANALYZE

1. Underline the authors' family names.

Student summary

American English gradually changed from British English through a series of events [A]. When British settlers first arrived in North America, they spoke English much like people in Britain. Over time, new ways of speaking developed, influenced by interactions with Indigenous peoples, other European settlers, and life in the colonies [B]. After the American Revolution, Americans wanted to create their own identity, including different spellings and language use, as shown by Noah Webster's dictionary [C]. Eventually, these changes created American English, which is now different from British English in terms of vocabulary, spelling, grammar, and pronunciation, although both are still understandable to each other [D].

References

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

2. Show where the **in-text citation** belongs: (Fromkin, Rodman, & Hyams, 2011)
a. [A] b. [B] c. [C] d. [D]
3. Correct the list of names in the **references list entry**.

Tip: See [Appendix 1](#) for more help in this area.

Using APA Style

Whenever you paraphrase or summarize someone else's words or ideas, 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 cite borrowed information from **books**.

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

in-text
citations

Word endings are sometimes different in AmE (Swan, 2016).

Swan (2016) noted that word endings are sometimes different in AmE.

According to Swan (2016, p. 488), "some words end in *-er* in AmE and *-re* in BrE."

references
list entry

References

Swan, M. (2016). *Practical English usage* (4th ed.). Oxford.

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

in-text
citations

American accents differ from British accents (Brown & Lee, 2015).

According to Brown and Lee (2015), American accents differ from British accents.

references
list entry

References

Brown, T., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson.

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

in-text
citations

British grammar is similar to American grammar (Latham-Koenig et al., 2013).

Latham-Koenig et al. (2013) stated that British grammar is similar to American grammar.

references
list entry

References

Latham-Koenig, C., Oxenden, C., & Seligson, P. (2013). *American English file 1* (2nd ed.). Oxford.

 See the [University of Western Australia's APA Style Guide](#) for more examples and how to cite [AI generated text](#).

PROOFREAD

A. Parentheses, italics, and APA style

Exercise 1: Correct the errors with **parentheses** and *italics*.

1. ... a difference between immersion and CLIL (content and language integrated learning).
2. AmE simplifies spelling, for example, “program” (as opposed to BrE “programme”).
3. ... especially important in English as a foreign language(EFL) settings ...

Exercise 2: Correct the errors with **APA style**.

In-text citations
Word endings are sometimes different in AmE (Swan, M. 2016). According to Swan (2016, p.488), “some words end in <i>-er</i> in AmE and <i>-re</i> in BrE.” American accents differ from British accents (Brown and Lee, 2015). According to Brown & Lee (2015), American accents differ from British accents. British grammar is similar to American grammar. (Latham-Koenig et al., 2013, p. 19)

References
Swan, M. (2016). Practical English usage (4th ed.). Oxford. Brown, H., & Lee, H. (2015). <i>Teaching by principles : an interactive approach to language pedagogy</i> (4th ed.). Pearson. Latham-Koenig, C., Oxenden, C., & Seligson, P. (2013). <i>American English File 1</i> (2nd ed.). Oxford.

B. Proofread your individual writing.

Appendix 1: Arrangement of borrowed words/ideas in **Model Text 1**.

Jump [\[Back\]](#)


... 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.	} thesis statement (student writer)
First, there is a difference in terms of instructional aims.	} topic sentence (student writer)
The aim of IR is to increase learners' knowledge of language features and their control of reading strategies (Nation, 2009).	} borrowed ideas 1 st source
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.	} borrowed ideas 2 nd source
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."	} borrowed ideas + words (3 rd source)
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.	} topic sentence (student writer) 1 st source
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 ...	} 2 nd source

Individual Writing Research

Use an **AI tool** ([Perplexity](#)) for some basic research.

>> I am a **[B1+]** level English language learner writing an academic essay. Help me research the topic **[British English vs. American English]**. My point of comparison is **[vocabulary / grammar / pronunciation]**. Provide some **[explanation / examples / specific details]**. Answer all of my questions, but DO NOT write my script.

Tip: Narrow your searches: "vocabulary" + "explanation" OR "grammar" + "examples" (to keep the results short and manageable).

INDIVIDUAL WRITING		The purpose of this task is for you to practice writing an academic essay for a university course.	
Overview			
Length:	500 words (+/- 25)		
Purpose:	To inform		
Audience:	Expert (professor)		
Genre:	Academic essay		
Style:	Follow the language style of Model Text 1 (formal)		
Miscellaneous:	Use 3–5 academic words/prefixes from AVU / “ Common Prefixes and Suffixes ”		
Due:	Week 10		
Formatting:	Follow Model Text 1		
Models & Ideas:	See the Flipboard magazine Comparison-Contrast ; use Perplexity for research.		
Instructions: Follow Model Text 1 and write an academic essay.			
Research: Prefer the (text)books provided for research: Class website “ IW Resource Textbooks ” folder. See Appendix 1 for how to use Perplexity for some basic research.			
Note: This task DOES require some research. See Statement of Originality in the file “Writing Portfolio Assignment” for rules regarding plagiarism.			
 Pre-write			
What are some similarities/differences between British English (BrE) and American English (AmE)?			
1. Look at the topic above and generate a few ideas (do NOT write in full sentences).			
Points of comparison	BrE	AmE	
POC 1: vocabulary			
POC 2: grammar			
POC 3: pronunciation			



Write a draft (Turn the notes below into **paragraphs**.)

Introduction [Writing Skill 4: Funnel OR Definition and history OR Turnabout. Write **2–3** sentences.]

Thesis Statement [see p. 6]

Body Paragraph 1 [POC 1: **Vocabulary** + spelling. Write **5–7** sentences]

Topic sentence:

BrE [explanation, examples, specific details]

AmE [explanation, examples, specific details]

Body Paragraph 2 [POC 2: **Grammar**. Write **5–7** sentences]

Topic sentence:

BrE [explanation, examples, specific details]

AmE [explanation, examples, specific details]

Body Paragraph 3 [POC 3: **Pronunciation**. Write **5–7** sentences]

Topic sentence:

BrE [explanation, examples, specific details]

AmE [explanation, examples, specific details]

Conclusion

[Simple summary + Larger significance OR Prediction/consequence. Write **2–3** sentences]

Use **3–5 academic words/prefixes** from **EVU**. Underline your academic words/prefixes.



Revise and edit

Use the **AI chatbot prompt** (next page) to revise and edit your draft. Complete the **checklist** (next, *next* page) **before** uploading your writing for feedback.



Writing process

Describe your writing process (e.g., pre-writing, revising, editing) and **highlight** examples in your text.

FEEDBACK

A. Instructions: Copy-paste **both** the prompt **and** your text into [ChatGPT](#). Then write/copy-paste more *specific commands* or *questions*. Finally, evaluate the comments generated and revise/edit your draft.

>> Act like my EFL writing tutor. I am a [B1+] level English language learner. Help me improve my comparison-contrast essay written in an academic style. Answer all of my questions, but DO NOT rewrite or proofread my text.

[Copy-paste your text into ChatGPT]

Content

>> Tell me which sentences to remove, or suggest some sentences to add, to reach a [500] word limit.

>> Check that I have a thesis statement and that each body paragraph starts with a topic sentence.

Grammar

>> Check that I used contrast connectors, e.g., “unlike,” “in contrast,” “on the contrary” accurately.

>> Check that I used similarity connectors, e.g., “alike,” “just as,” “similar to” accurately.

>> Find and comment on 3 grammar errors.

Vocabulary

>> Make 3 suggestions in my text to improve word collocations related to the topic of my text.

>> Make 3 suggestions to add more academic vocabulary and prefixes (e.g., *dis-*, *re-*, *in-*).

>> Make 3 suggestions to add [B2] level words.

>> Highlight words I have used from the “Academic Word List.”

Mechanics

>> Tell me if I used punctuation correctly. Make some suggestions for improvement.

Tip: Continue **editing** until you are satisfied with your draft. **Fine-tune** your questions:

“Now find and comment on 3 **more** grammar errors”, “Have I used **articles** accurately?” Show me **examples** to improve my text, but DO NOT rewrite or proofread my text.”

Warning! Copy-pasting an AI chatbot **rewritten text** will not be accepted for grading.

B. Add your description of your writing process and completed text to your “**Writing Portfolio Assignment**.” See “Writing Portfolio Assignment (**Exemplar**)” for a model.

C. Refer to your individual writing. Answer the questions and make revisions as needed. (You can also use this checklist to give feedback to a classmate's writing.)

1. Have you included all the information below in your text? If not, add the missing part(s).		yes / no
<ul style="list-style-type: none"> • title • introduction paragraph • thesis statement and topic sentences 	<ul style="list-style-type: none"> • discussion of similarities/differences • conclusion paragraph • 2–4 in-text citations + references list entries 	
2. Is there a comparison-contrast key word in the title (e.g., <i>vs.</i>)? Is the title capitalized correctly? If not make/suggest a revision: _____		yes / no
3. Are there any comparison-contrast key words in the thesis statement (e.g., <i>differences, similarities</i>)? If not make/suggest a revision: _____		yes / no
4. Is the introduction appropriate for the genre, audience, and purpose? If not make/suggest a revision: _____		yes / no
5. Does the conclusion effectively bring the discussion to a close? If not make/suggest a revision: _____		yes / no
6. Are the body paragraphs sufficiently detailed? Say where more detail is needed. POC # _____ needs _____		yes / no
7. Do all the language features below appear in the text?		yes / no
<ul style="list-style-type: none"> • academic words/prefixes • connectors for showing contrast 	<ul style="list-style-type: none"> • connectors for showing similarity 	
8. What do you like best about the text? (<i>for a classmate to answer</i>) Comment:		
9. What else needs to be improved? (<i>for a classmate to answer</i>) Comment:		

D. Add your description of your writing process and completed text to your “**Writing Portfolio Assignment.**” See “Writing Portfolio Assignment (**Exemplar**)” for a model.