

## THE CULI ENGLISH FOR ACADEMIC PURPOSES WRITING COURSE

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- 1 CULI's EAP Writing Course, which is at present being piloted in the faculties of Political Science and Commerce and Accountancy, but which, in its final version, will cater for five faculties, is designed for second year second semester students. It therefore immediately follows the EAP Reading Course of the second year first semester.
- 2 The course aims to consolidate and develop the work covered in the writing components of the first year Foundation English Course. It focuses on the techniques of writing paragraphs in a formal, expository style. Writing a coherent paragraph involves a number of skills: the ability to express ideas in acceptable and grammatical English and to show clearly the relationships between them; the ability to present a well organised structuring of ideas; a command of register; and a control of the mechanics of spelling and punctuation and layout. This course is primarily concerned with the expression and organisation of ideas. It is hoped that, by the end of the course, students will be able to write paragraphs in simple clear English, using the variety of techniques for developing and organising a paragraph to which they will have been exposed. The final part of the course involves writing at the essay level, and while it is appreciated that this may be beyond our weaker students, it aims to familiarise students with the demands made on an essay-writer, particularly at the organisational level.
- 3 Because of the limited number of hours available for the course (approximately fifty class periods), a "cookbook" approach has been adopted. That is to say that a certain number of "ingredients" have been selected and a course built around them. These elements fall basically into two groups: types of paragraph-opening sentences and ways of developing paragraphs from these sentences. Our starting point is the opening sentence of a paragraph, which may or may not serve as a "topic sentence". We see the opening sentence of a paragraph as a "generative sentence". It raises certain questions, the answers to which are then developed in the rest of the paragraph. Thus, generalizations and claims, factual observations, statements of classification, definitions and predictions raise such

questions as “How is this claim justified?”, “What are the reasons for this?”, “What are the effects of this?”. Such questions can be answered by providing, as appropriate, examples, comparisons, contrasts, causes, effects, reasons, results, evidence of some kind in short, supporting details. This approach requires the students be introduced to these different kinds of opening sentence, and that they be able to use the different markers which introduce such rhetorical features as examples and results with which they will have become familiar in the EAP Reading Course.

The course does not teach students to write “paragraphs of comparison and contrast” or “paragraphs of cause and result” (to use terms often found in composition courses) which often resemble shopping lists, but rather to generate paragraphs from opening sentences by combining appropriate kinds of supporting detail. For example, the sentence “Population control measures are now in force in many parts of the world” could be developed by giving examples of these measures, by saying where they are being used, by giving reasons for their use, by commenting on their success and predicting their long-term effects. This is not, of course, the only way of developing a paragraph from this opening sentence, and the course aims to teach an increasing flexibility of approach to the development of a paragraph. We have approached essay writing in a similar fashion, with the essay title being the starting point of the essay and raising a number of questions to be answered as the essay develops. We have paid particular attention to the structure of an essay so that students see that an essay is not simply a collection of paragraphs but a unity in which each paragraph fulfils a particular function and is clearly related to the other paragraphs in the essay.

- 4 The course is divided into ten units, the first seven of which are common core and cover paragraph writing, while the final three are faculty specific and devoted to essay writing. Each unit is accompanied by a “Teacher’s Guide and Answer Key” containing suggested answers. Unlike the units of the EAP Reading Course, which are independent modules designed for self-instructional use, the Writing Course units must be done in sequence and are designed for lockstep teaching. We have attempted to devise a spiral syllabus so that the learning process will be both repetitive and cumulative. Features of written English which we wish to teach in the course appear in several units, each time being further developed as the course progresses. The following extracts from Appendix II show how this works in practice :

- Unit I - developing opening sentences by supporting examples (listing); classifying examples.
- Unit II - developing an opening sentence by supporting examples; classifying examples; comparing and contrasting examples.
- Unit III - classifying and exemplifying causes and results; comparing and contrasting causes and results.
- Unit IV - statements of classification and examples; developing a paragraph of classification by exemplification and by comparison and contrast.

Appendix I shows how far we have succeeded in devising our spiral syllabus. We have adopted lockstep teaching for two basic reasons: firstly, to take advantage of the opportunities it provides for group work and peer correction; and, secondly, to ensure that students' work is constantly monitored and feed-back provided. (See Appendix III.)

A typical unit, such as Unit III, operates in three stages: analysis, joining, and paragraph building, with the purpose of the various tasks being spelled out to students at the beginning of each part of the unit. The content of Unit III can be summarized as follows: (i) cause and result relationships; (ii) classifying and exemplifying causes and results; (iii) comparing and contrasting causes and results; and (iv) developing paragraphs of cause and result. The unit comprises six parts. Part I contains two tasks; firstly, the identification of markers of cause and result in a series of sentences, and secondly, a sentence completion exercise in which students have to supply a cause or result as indicated by the marker. In Part II, the first task is to fill in the blanks in a series of sentences with given cause and result markers. This is to draw attention to how these markers are used syntactically. The second task is to write sentences to show the cause and result relationship between given pairs of items. Part III starts with a model paragraph which develops a chain of causes and results. The purpose of this is to demonstrate to students that what may be a cause in one context may be a result in another. Students are then given a further chain of causes and results in schematic form to develop into a paragraph. Part IV also starts with a model paragraph: a statement of cause and result supported by classified examples. After analysis of this paragraph, students are presented with a further set of data to be developed into a similarly structured paragraph. The final task in this part is another paragraph writing exercise. This time, though, students are expected to provide their own data. Part V starts with a revision exercise: the identification of markers of comparison and contrast. Then, using given data, students have to produce sentences which compare or contrast cause or results. The final part of

the unit has a third model paragraph on the subject of population control measures. This paragraph is developed by giving classified examples of such measures and by contrasting the reasons for their introduction in developing countries with the reasons for their use in developed countries. Again the structure of the paragraph is analysed by the students. They then have to complete the blanks in a parallel text on measures to increase food production. Finally, students have to plan and write two paragraphs using the two paragraphs in this part of the unit as models. The topics are given but no data. It is suggested that the content of the two paragraphs be elicited by discussion with the teacher and that one of the paragraphs be written as a group exercise. Thus a new element (cause and result relationships) has been added to the students range of "ingredients" and they have also had further practice in using ways of developing paragraphs introduced in previous units. Cause and result relationships are taken up again and further developed in Unit VII. In Unit III, as in the rest of the first seven units, we have used topics, sentences and model paragraphs taken from the non-science core units of the EAP Reading Course. We thus hope to minimize the amount of time students spend reading or searching for ideas.

- 5 Although, at the time of writing, the course has not yet been taught in its entirety, it is clear that the general response from both teachers and students has been positive. The course is being continuously evaluated (see Appendix IV) and some preliminary revision work has already been undertaken. A number of problems have arisen. There is a certain unevenness in the level of difficulty of the units. We have tried to progressively reduce the level of teacher control but, for example, Unit IV demands much more students input than Unit V. We need to improve the data we provide for students and the way in which these data are presented. We also need to coordinate the metalanguage used in the course with that used in the EAP Reading course and the Foundation Courses. We shall have to include more work on "rounding off" paragraphs and to devote some attention to basic English sentence structure. It seems likely, however, that the overall shape of the course will remain unchanged when the final version of the course appears in print later this year.

## APPENDIX I

### EAP WRITING COURSE SUMMARY OF CONTENTS I

Items covered	Units
1. levels of generality	I, II
2. predicting the kind of information contained in a paragraph from the opening sentence	I
3. rephrasing opening sentences	I, II
4. exemplification	I, II, III; IV, VI
5. classification	I, II, III, IV, VI
6. comparison and contrast	II, III, IV, VI
7. cause and result	III, VI, VII
8. definition	V, VI
9. description	VI
10. process description	V
11. personal and impersonal styles of describing processes	V
12. predicting future events	VII
13. speculating about the results of hypothetical events	VII
14. drawing conclusions	VII
15. the structure of an essay	VIII, IX, X
16. predicting the development of an essay from an introductory paragraph	VIII, IX
17. developing an introductory paragraph into an essay using given data	VIII, IX, X
18. planning and writing essays using given data	VIII, IX, X

## APPENDIX II

### EAP WRITING COURSE

#### SUMMARY OF CONTENTS II

- Unit I - levels of generality ; predicting the kind of information in a paragraph from the opening sentence ; developing opening sentences by supporting examples ; arranging examples chronologically ; classifying examples.
- Unit II - investigating similarities and differences ; developing an opening sentence with supporting examples ; classifying examples ; levels of generality (opening sentence + rephrasing + example) ; comparing and contrasting examples.
- Unit III - cause and result relationships ; classifying and exemplifying causes and results ; comparing and contrasting causes and results developing paragraphs of cause and result.
- Unit IV - statements of classification ; statements of classification and examples ; arranging contrasts ; developing a paragraph of classification by exemplification and comparison and contrast.
- Unit V - organising a paragraph of process description ; developing process descriptions from definitions of processes ; changing a particular description of a process to a general process description ; developing topic sentences in a variety of ways ; personal and impersonal styles of describing a process.
- Unit VI - statements of classification ; function and form of definitions ; definitions and descriptions.
- Unit VII - cause and effect relationships ; predicting future events ; speculating about the results of hypothetical events ; drawing conclusions from observations.
- Unit VIII - the structure of an essay ; predicting the development of an essay from an introductory paragraph ; expanding a given paragraph into an essay ; the function of a concluding paragraph ; essay writing from given notes.
- Unit IX - predicting the development of an essay from an introductory paragraph ; developing an introductory paragraph into an essay using given data ; the function of a concluding paragraph ; planning and writing an essay using given data.
- Unit X - developing an introductory paragraph using given data , completing the body of an essay using notes provided ; planning and writing essays.

## APPENDIX III

### EAP WRITING COURSE : NOTES FOR TEACHERS

#### **FEEDBACK FOR STUDENTS**

1. Students may given feedback on their work in any of six ways :

- (i) Certain tasks, such as sentence completion, sentence writing, and marker identification can be handled orally by the teacher, who will elicit possible answers from students (prompting them where necessary) and comment on their suitability.
- (ii) While students are engaged in writing tasks the teacher can move round the class making spot checks and offering suggestions for improvement.
- (iii) Certain paragraph writing tasks can done collectively by a class, with the teacher eliciting sentences from the class. They can be written up on the board by the students while the teacher comments on what is written and invites corrections and alternatives.
- (iv) As suggested in the units, students can write rough versions of paragraphs which are checked by their friends and by their teacher before a final version is written.
- (v) The teacher can collect in a complete unit (say, one unit from 5 or 6 students per week) to check that work has actually been done and to comment upon it more fully than is possible during class time.
- (vi) One piece of written work from each unit, for all students, should be written on a separate piece of paper and handed in to the teacher for marking and grading. (The grades will be for information only). In order that students get a realistic idea of how they are doing this written work should be done under test conditions. The marked work should be handed back to students and then collected in again, so that it can be passed over to the revision team.

## APPENDIX IV

### EAP WRITING COURSE

#### CHECKLIST FOR CLASSROOM EVALUATION OF THE MATERIALS

1. **Time** – How much time is needed to cover each task? each part of a unit? each unit?
2. **Tasks** – Are the tasks necessary? Do they cover the teaching points adequately? Are they unnecessarily difficult/easy? Is their purpose clear to students? Are they useful?
3. **Rubrics** – Are they clear and easily understandable?
4. **Layout** – Are the pages too crammed? Are the data given for inclusion in paragraphs clearly presented? Are the tables illustrating paragraph structure understandable?
5. **Data** – Are the data an adequate basis for the tasks in terms of content and presentation?
6. **Mistakes** – Are there typing mistakes? Are there errors of fact in the materials? Are the answer keys reliable?
7. **Coverage** – Is the coverage of items to be taught too wide/narrow? Do students find the material interesting? Are there grammatical problems that are so serious they should be covered in the materials? If so, what are they and where do they arise?
8. **Teacher's Guide** – Is it helpful? How can it be improved?
9. **Student Performance** – Are the techniques suggested for evaluation of student performance adequate? What techniques work best with particular tasks? Are there alternative procedures we can use?
10. **Overall Response** – What is the students' overall to the materials?



## APPENDIX V

### SAMPLE MATERIALS

#### UNIT II

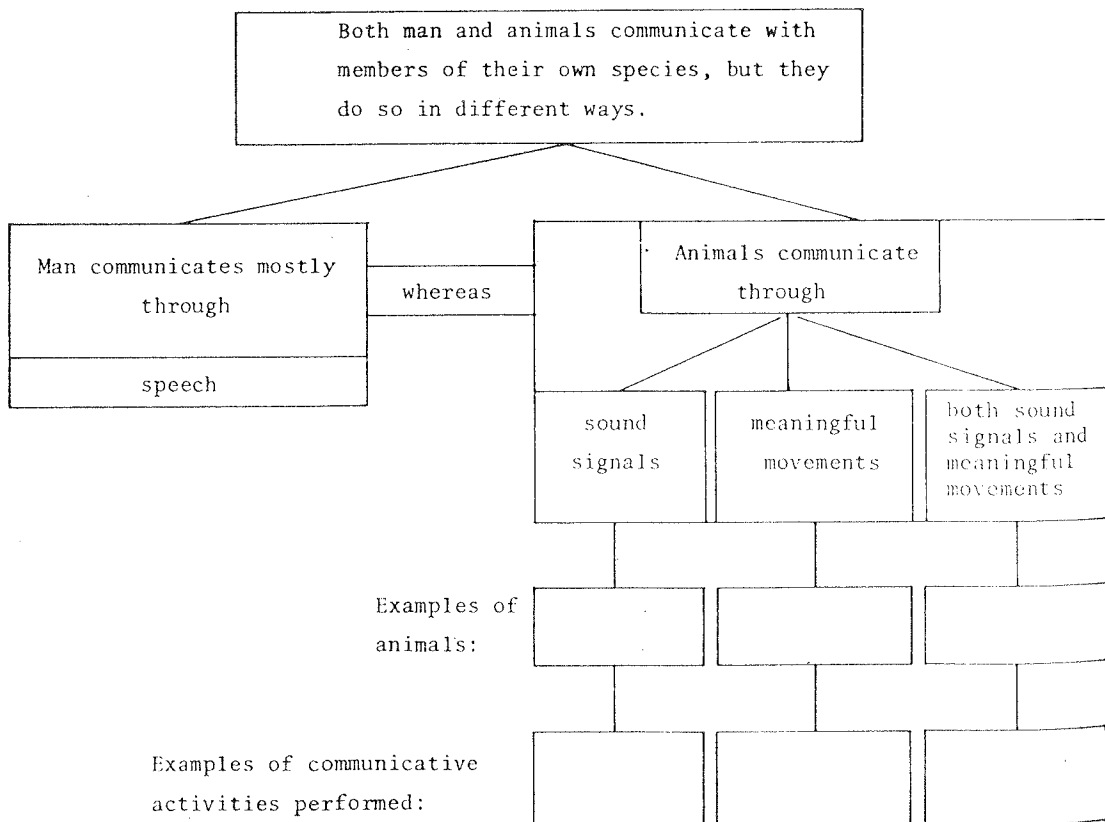
PART IV : In this part you will :

see how a topic sentence may be developed by supporting examples which are compared and contrasted.

1 Match each phrase on the right with the appropriate animal listed on the left. Write the letters a, b, c, or d in the boxes provided.

- |          |                          |  |   |
|----------|--------------------------|--|---|
| bees     | <input type="checkbox"/> |  | (a) signal to the opposite sex by a display of feathers                           |
| dolphins | <input type="checkbox"/> |  | (b) often react to the appearance of an enemy by chattering and waving their arms |
| birds    | <input type="checkbox"/> |  | (c) indicate the position of a source of food through a complex dance             |
| monkeys  | <input type="checkbox"/> |  | (d) communicate danger by using sound signals                                     |

2 Now complete the empty boxes in the paragraph outline below, using the information above.



At this point, check with your teacher whether you have the above diagram right. If you have, go on to the next task. If not, make any necessary changes, and then go on to the task below.

- 3 Now complete the following paragraph based on the outline opposite. Where necessary, use markers of restatement (eg. *in other words*), of comparison (eg. *both... and*), of contrast (eg. *while/whereas, unlike, however*), and of exemplification (eg. *for example/for instance*).

*Both man and animals communicate with members of their own species, but they do so in different ways. \_\_\_\_\_, the means of communication they employ vary greatly. \_\_\_\_\_ man communicates mostly through \_\_\_\_\_, animals use \_\_\_\_\_ or \_\_\_\_\_. Dolphins comprise one group of animals that communicate through \_\_\_\_\_. For example, they use sounds to \_\_\_\_\_ dolphins, \_\_\_\_\_ birds and bees use \_\_\_\_\_ in their communication. Bees, \_\_\_\_\_ indicate \_\_\_\_\_ and birds signal \_\_\_\_\_. Monkeys, \_\_\_\_\_ communicate through both \_\_\_\_\_ and \_\_\_\_\_. They often react to \_\_\_\_\_ by \_\_\_\_\_.*

### UNIT III

PART I: In this part you will :

- (i) identify markers of cause and effect ;
  - (ii) distinguish between cause and effect ; and
  - (iii) complete sentences by providing causes or effects.
- A. Read the following sentences. Each sentence expresses a "cause-effect" relationship. Circle the marker of cause or effect and underline the phrase which expresses the effect.
- (a) The present population boom is largely due to improved public health measures.
  - (b) Advances in health care mean that children have a better chance of living long enough to become parents themselves.
  - (c) Each additional person demands more water and power, both for home use and for industry. Thus valleys are dammed and farmlands flooded, and more power stations built.
  - (d) In the underdeveloped world, cities expand because people are forced off the over-crowded farmlands.

(e) Since people come to the cities in different circumstances in the developed and underdeveloped world, the kind of growth we see in a city like Calcutta is very different from that of a city like Los Angeles.

B. Complete the following sentences by supplying a cause or effect as necessary. Write C or E in the box provided after each sentence to indicate whether you are supplying a cause or an effect.

1. *Recent rises in the price of oil are largely due to* \_\_\_\_\_  
\_\_\_\_\_
2. *The rise in the price of oil has meant that* \_\_\_\_\_  
\_\_\_\_\_
3. *The population is expanding but the earth is finite. Thus* \_\_\_\_\_  
\_\_\_\_\_
4. *Cities in the underdeveloped world expand because* \_\_\_\_\_  
\_\_\_\_\_
5. *The problems of modern cities follow from* \_\_\_\_\_  
\_\_\_\_\_
6. *Air pollution in Bangkok is increasing because* \_\_\_\_\_  
\_\_\_\_\_
7. *Since rural families are being forced off the over-crowded farmlands*  
\_\_\_\_\_
8. *Between 1960 and 1975 the population of Thailand increased by about 30%. Thus* \_\_\_\_\_  
\_\_\_\_\_
9. *The destruction of the environment is largely due to* \_\_\_\_\_  
\_\_\_\_\_
10. *Urban migration means that* \_\_\_\_\_  
\_\_\_\_\_

#### UNIT IV

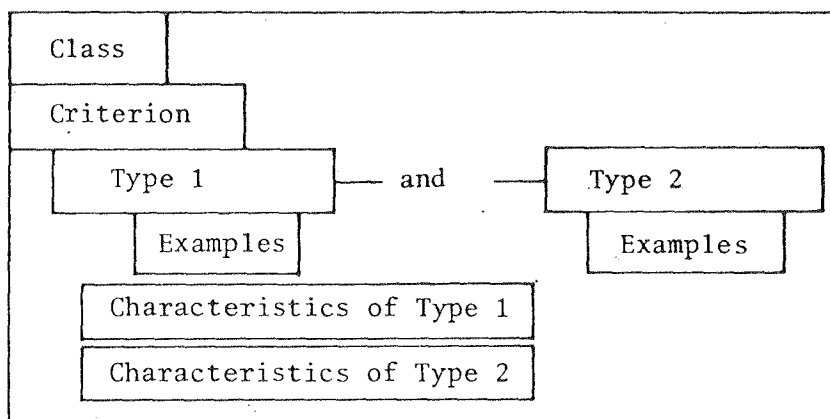
PART III: In this part you will :

- (i) see one method of arranging contrasts; and
- (ii) practise writing a paragraph of classification in which the characteristics of the types are contrasted.

A. Read the following paragraph :

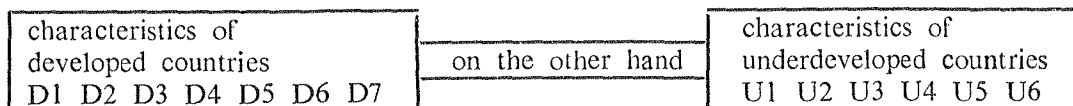
TEXT        The countries of the world may be classified into two groups  
 TWO        according to their level of development. There are the developed countries  
 such as the USA, Britain, Germany and Japan, and there are the  
 underdeveloped countries. such as India, Indonesia, Iran and Peru. The  
 developed countries have a high per capita GNP (Gross National Product)  
 and are highly industrialized. Only a small percentage of the population is  
 engaged in angriculture and most people live in urban areas. They have a  
 good health, education and welfare system, so that the population is literate  
 and has a high life expectancy. On the other hand, the underdeveloped  
 countries have a low per capita GNP (less than US\$375) and little  
 industry. A high percentage of the population is engaged in agriculture  
 and most people therefore live in rural areas. They lack good health,  
 education and welfare systems, so that the rate of literacy is low and  
 life expectancy is not very high.

1 Look at the structure of the paragraph opposite :



- 2 Underline in the text the phrase used to introduce the examples.  
 3 In this paragraph, the characteristics of developed countries are contrasted with the characteristics of underdeveloped countries. This contrast was indicated by the phrase :

4 Schematically, the contrast is arranged as follows :



(a) If D 1 is "a high per capita GNP", what is D 7 ?

(b) What is U 1 ?

B. Read the information in the table below.

Native speakers	Non-native speakers
1 use English as their main means of spoken communication	1 use English as secondary means of spoken communication
2 have control of various registers	2 have less control over different registers
3 use idioms frequently	3 make limited use of idioms
4 are likely to be familiar with a wide range of accents	4 are less likely to be familiar with a wide range of accents

The table shows some of the characteristics of native and non-native speakers of English. Use information from this table to write a paragraph contrasting native speakers and non-native speakers.

You will have to provide a topic sentence and examples of countries with native and non-native speakers of English.

Arrange your contrasts as follows:

Characteristics of native Speakers: NS1 NS2 NS3 NS4	on the other hand	Characteristics of nonnative speakers: N-NS1 N-NS2 N-NS3 N-NS4
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Write a first version in rough. Check this version with your friends and teacher.

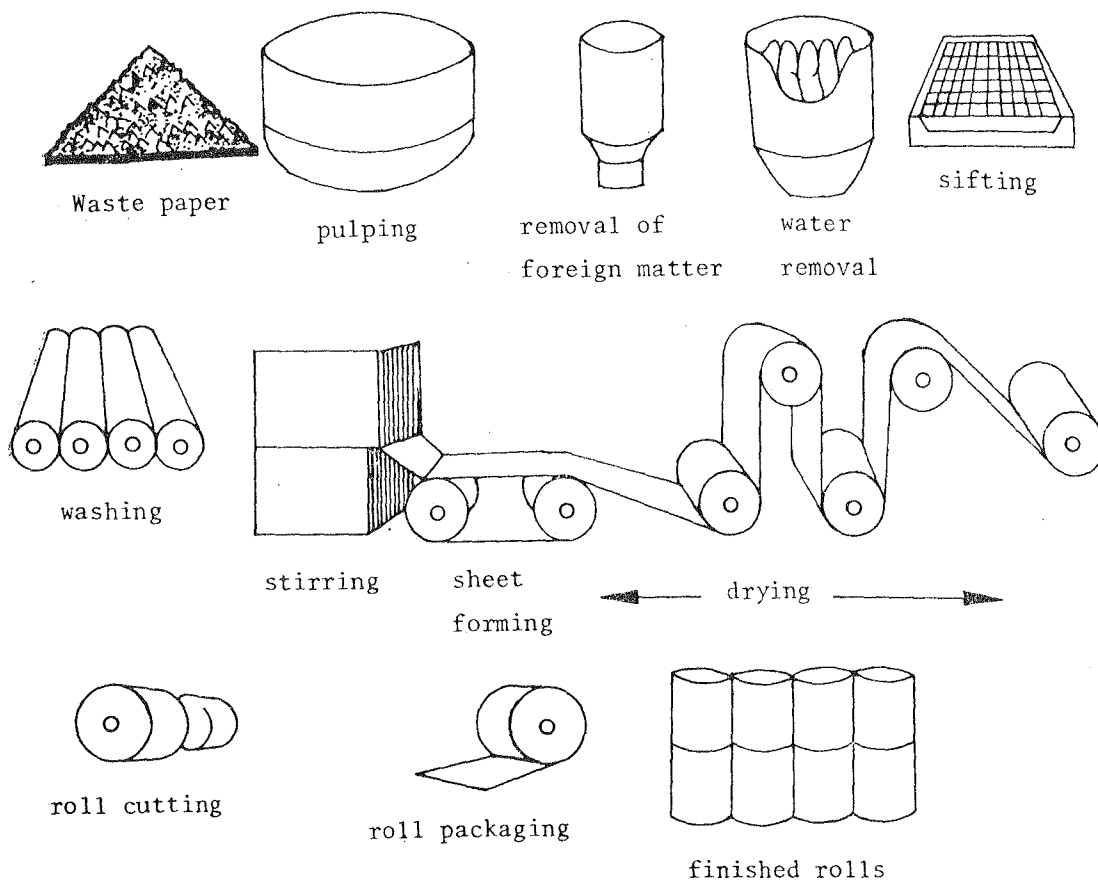
When you are satisfied, write the final version.

## UNIT V

PART V : In this part you will :

- (i) organise the description of a process; and
- (ii) write a description of a process.

The diagrams below illustrate the steps in the recycling of waste paper.



A Complete the following sentences.

- 1 The waste paper is pulped.
- 2 Foreign matter is removed.
- 3 Water is\_\_\_\_\_
- 4 The pulp is\_\_\_\_\_
- 5 The pulp is\_\_\_\_\_
- 6 The pulp is\_\_\_\_\_
- 7 The pulp is\_\_\_\_\_ into sheets and then\_\_\_\_\_
- 8 The sheets are\_\_\_\_\_
- 9 The rolls are\_\_\_\_\_
- 10 The rolls are\_\_\_\_\_

- B. The ten sentences that you have completed in the previous exercise cannot be written one after another to make a description of the process of turning waste paper into new paper. Look at the result of doing this:

“The waste paper is pulped. Foreign matter is removed. Water is removed. The pulp is sifted. The pulp is washed. The pulp is stirred. The pulp is formed into sheets and then dried. The sheets are rolled. The rolls are cut. The rolls are packaged.”

- 1 What is wrong with this description?
- 2 Combine the following sentences from A:

(a)  $2 + 3$  : \_\_\_\_\_  
\_\_\_\_\_

(b)  $4 + 5 + 6 + 7$  : \_\_\_\_\_  
\_\_\_\_\_

(c)  $9 + 10$  : \_\_\_\_\_  
\_\_\_\_\_

(d)  $1 + (2 + 3)$  : \_\_\_\_\_  
\_\_\_\_\_

- C. Suppose you are to write a paragraph entitled “How paper is recycled” and you wish to introduce your description of the process with a definition. Which of the following pairs of sentences is the most suitable to open the paragraph?

- (a) Paper recycling is not a very complicated process. It is a way of making the best use of natural resources.
- (b) Paper recycling is a process in which waste paper is processed so that it can be used again. There are ten steps involved in the process.
- (c) Paper recycling is a chemical process. Many tons of paper are recycled every day.

- D. Now write a paragraph entitled “How paper is recycled”. Use the pair of sentences you chose in C above to open your paragraph. Write a first version





in stock, cash in hand (i.e. money owned and held by a company), and money owned to the company. (S5) Fixed assets are purchased for continuous use in manufacture, while current assets provide the working capital to enable a business to run.

1. Look at the structure of the paragraph :

DEFINITION

STATEMENT OF CLASSIFICATION

EXAMPLES OF THE FIRST CLASS

EXAMPLES OF THE SECOND CLASS

FUNCTION OF THE FIRST CLASS CONTRASTED WITH FUNCTION OF THE SECOND CLASS

2. Which phrase in S3 introduces the examples?

3. Which word in S4 indicates that goods in stock are examples of the second class?

4. Which word in S5 indicates the contrast between the function of the first class and the function of the second class?

5. Complete the following sentences so that each contains examples and a definition of the given term.

(a) Fixed assets are assets such as \_\_\_\_\_,  
which \_\_\_\_\_

(b) Current assets are assets such as \_\_\_\_\_,  
\_\_\_\_\_

- B. 1. Use the paragraph plan below to write a paragraph on air pollutants. Write a first version in rough. Check this with your friends and teacher. When you are satisfied, write your final version below.

DEFINITION

(a) Term : air pollutants

(b) Class : substances

(c) Defining



2. Now with the help of your teacher, plan and write two paragraphs on the following::

(a) the mass media

(b) social groups

Write first versions in rough. Check these with your friends and teacher. When you are satisfied, write your final versions below :

(a) *The mass media are* \_\_\_\_\_

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(b) *Social groups are* \_\_\_\_\_

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## UNIT VII

PART V: In this part you will:

- (i) draw conclusions from given observations; and
- (ii) make predictions based on such conclusions.

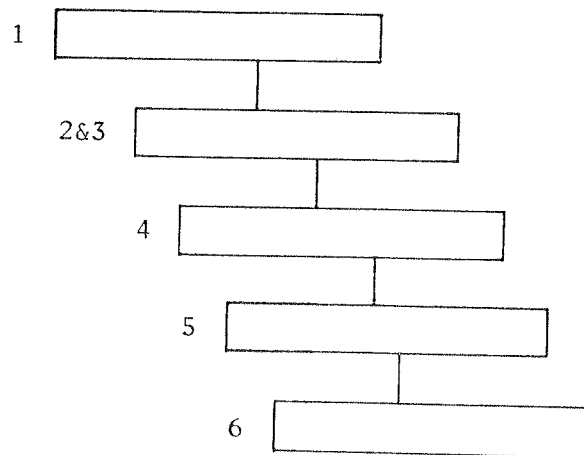
A. Draw conclusions from the following observations. The first one has been done for you.

1. Over the past few years, air pollution has become an increasingly serious problem in Bangkok. In 1971, there were about 180,000 private cars registered in the city. In 1974, this figure rose to 257,000, and today there are about 300,000 private cars in Bangkok. *It seems probable that private cars are a major cause of the worsening problem of pollution.*
2. The appearance of speech allowed ideas to be communicated. This development was followed by a rapid increase in the speed of cultural change. It is probable therefore, that\_\_\_\_\_
3. Many of Bangkok's canals have been filled in to make way for new roads. Since this work began, the floods in the rainy season have become much more severe. It seems reasonable to suppose that\_\_\_\_\_
4. In highly industrialized countries, only a very small proportion of the population is engaged in agriculture, yet per capita food production is much higher than in underdeveloped countries. It seems likely that the explanation for this is that\_\_\_\_\_
5. Malnutrition in infants retards physical growth. It also impairs intellectual development. Intelligence tests have shown that children from poor families tend, on average, to have lower scores than children from wealthier families. We may conclude that\_\_\_\_\_
6. Highway robbery has become very common in the south of Thailand. This has been causing growing concern, as has the fall in profits of hotels in such southern resorts as Phuket. This suggests that\_\_\_\_\_

## B. Read the following paragraph.

TEXT (1) Over the past few years, air pollution has become an increasingly FOUR serious problem in Bangkok. (2) In 1971, there were about 180,000 private cars registered in the city. (3) In 1974, this figure rose to about 257,000 and today there are about 300,000 private cars in Bangkok. (4) It seems probable that private cars are a major cause of the worsening problem of pollution. (5) If this is so, and if the numbers continue to rise, the city's medical facilities are unlikely to be able to cope with the increase in the incidence of respiratory diseases. (6) One solution to the problem would be to improve public transport facilities and, at the same time, restrict access to the most crowded parts of the city by introducing a special licensing system.

- 1 Complete the following list to show what kind of statement is being made in each of the sentences in the above paragraph. Use the following labels: conclusion, observation I, prediction, suggestion, observation II.



- 2 Circle the words in the paragraph that tell you that the writer is not certain that his conclusion is correct.
- 3 In sentence (5) the writer talks about the future. What conditions must be met before the "effect" become reality?
- 4 Is the writer certain that his suggested solution to the problem of air pollution would work?



