



Lecture 5

Academic Writing: Essays and Reports

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Sub-Topics

1. Analyzing Academic and non academic texts
2. Structuring essays
3. Using citations and avoiding plagiarism
4. Analyzing academic styles and grammar
5. Using vocabulary and register

Language Features

1. Sentence Structure and Complexity
2. Passive Voice (Past simple and Present Simple)
3. Reporting Verbs (Present Simple → Past simple)
4. Hedging Language
5. Citation Practices (Paraphrasing and Quoting)
6. Transition Words for Cohesion

Learning Objectives

By the end of the lesson, students will be able to:

1. Identify features (structure, tone, etc.) of academic and non-academic texts.
2. Apply transition words, reporting verbs, and citation techniques.
3. Apply correct in-text citation and referencing style (APA).
4. Construct compound and complex sentences correctly.
5. Use formal and academic language (modals, passive voice, noun phrases, etc.)

Essay vs. Non-Essay

Race: Find That Sentence

Short Excerpts	Academic and Non-academic.	Why (e.g., tone, formality, structure)
<p>Hello, sir Sorry to bother you sir . 🙏 This is my task and sorry for being late sir, because I forgot . 🙏 Thank you sir. God bless you 😊</p>		
<p>I really enjoyed the team-building activities, especially the tea garden and the games. I was so happy to be able to see the tea garden. It was beautiful and relaxing. I could feel the connection with my friends while we played games.</p>		
<p>According to Romaine's (2000) assertion, the term "address" serves as an expedient and socially accepted symbol, facilitating the reference to another individual in a manner deemed both lucid and suitable in various contexts.</p>		

Why do we write the way we do?

- I finished my assignment. It was great!
- The assignment was completed successfully and demonstrated innovative thinking

how do you see the difference? tone, structure, and word choice?

Compare – Why is one of them longer and more detailed?

Sentence Type

Simple Sentence	The students submitted the report	One or more subject with one or more verb
Compound Sentence	The students submitted the report, and the professor offered suggestions to improve their work.	Two simple sentences connected by a comma and a conjunction (and, but, so, etc.)
Complex Sentence	Although students had submitted their assignments, the lecturer asked them to revise them.	Independent clause and dependent clause

(Source: Hogue, A. (2014). *Longman academic writing series 2: Paragraphs*. Pearson. pp. 20-92)

Simple Sentence Structure

Type	Sentence	Patterns
Simple Sentence	The students submitted the report	S + V
	My brother and mother practice English every day	SS + V
	My brother and mother speak and write English every day	SS + VV
	My little sister does not speak or write English	S + VV

(Source: Hogue, A. (2014). *Longman academic writing series 2: Paragraphs*. Pearson. pp. 20-23)

Analyze the sentences

Type	Sentence	Patterns
Simple Sentence	The students studied	
	The professor explained and answered	
	My brother and his friends arrived	
	John and his boss discussed and executed the project	

Compound Sentence Structure

	Sentence	Patterns
Simple sentence with compound verb	My brother learns Math and practice English regularly	S +VV
Compound Sentence	My brother and sister learn Math, and I learn English regularly	SS, and SV
Simple sentence with compound verb	My brother and sister really like math and practice their English every day.	SS + VV
Compound Sentence	Next year, my brother and I will travel to Bali, or we might travel to Korea.	SV, or SV

(Source: Hogue, A. (2014). *Longman academic writing series 2: Paragraphs*. Pearson. pp. 58-61)

Exercise: Identify or Complete the Sentence

Part A: Complete the sentence and use the pattern: S + VV

1. The manager _____ and _____.
2. My teacher _____ and _____ every morning.

Part B: Complete the compound sentence and use the pattern: SV, or SV

1. We can leave now, or we _____ later.
2. You can write the report, or she _____ it.

Complex Sentence Structure

Complex sentence		
I will submit my assignment	because	I have finished it
We are meeting a client	when	The meeting ends
Since	The weather was bad,	We cancelled the trip
Before	you submit the answer sheet,	You need to double check your answers

(Source: Hogue, A. (2014). *Longman academic writing series 2: Paragraphs*. Pearson. pp. 86-87)

Exercise

Match the clause in Column A with the appropriate clause from Column B

Column A	Column B
1. Since I woke up late,	a. before you sleep
2. He was not happy	b. as soon as everyone arrives
3. He will eat his food	c. even if he gets good grades
4. I will arrive	d. I find it hard to sleep
5. Whenever I feel tired,	e. I come to class late

Identify the Sentence Type

Read each sentence and identify whether it is: **Simple/Compound/Complex**

1. She doesn't practice and learn English before exam.
2. We planned to visit grandma, but it started raining.
3. Even if the weather is bad, we will keep working
4. We visited the museum, and we took notes while we listened to the guide.
5. He sang a song and kept us entertained.

From sentence structure to passive voice

What makes a sentence active? → actor does the action.

1. The students study hard.
2. My father bought a new car yesterday.
3. They play football everyday.

What if the focus is the action?

1. English is studied hard by the students.
2. A new car was brought by my father yesterday.
3. Football is played everyday.

Active voice → what the subject does
Passive Voice → what happen to the subject

Active → Passive voice

Type of Sentence	Active Voice	Passive Voice
Simple Sentence	She bought a novel.	A novel was bought by her.
Complex Sentence	Before we submit the answer sheet, we need to double check our answers.	Before the answer sheet is submitted, we need to double check our answers.
Who or what causes the action is often unidentified/ unnecessary		Is the meeting cancelled?
When Who or what causes the action is highlighted, we can use “by”		The car was sold by my parents

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 84)

Is done & was done

Tenses	Active Voice Structure	Passive Voice Structure	Active Sentence	Passive Sentence
Present Simple	S + Verb base (s/es) S + is/am/are	Be: is/am/are + past participle (V3)	His mom cleans the room every morning	The room is cleaned every morning by his mom
				The room is cleaned every morning
Past Simple	S + V2 (past) S + was/were	Be: was/were + past participle (V3)	My mom cooked noodles yesterday	Noodles were cooked yesterday by my mom
				Noodles were cooked yesterday

Exercise: Is done & was done

Exercise 1: Fill in the Blank

Complete the sentences with the correct form of the verb in the passive voice.

1. The documents _____ (send) by email every morning.
2. English _____ (speak) in many countries.
3. The cake _____ (bake) yesterday.
4. The meeting notes _____ (write) by the assistant.
5. The windows _____ (break) during the storm.

Exercise 2: Rewrite in Passive Voice

Rewrite each active voice sentence into the passive voice.

1. The teacher explains the lesson.
2. She submitted the report on time.
3. The company hired two new employees.

Passive Voice → Reported Speech

Feature	Direct Speech	Reported Speech
Tense Change	I am hungry	He said he was hungry
Pronoun Change	My car	His car
Time Change	Now	At that moment
Place Change	Here	There
Reporting Verbs	say, tell, explain, claim, argue, mention, etc.	

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. pp. 94-96)

Direct and Indirect Speech

Direct Speech	Indirect Speech	Rules
I am hungry	He said that he was hungry	Said , as the main verb (past)
They work hard	She said they worked hard	Leave out “that”
Stefany said, ‘I feel tired.’	Stefany said she felt tired	It’s common for writing to show direct speech
The direct speech in <i>present situation</i> → <i>past</i> in Reported Speech	Am/is → was Do/ does → Did Can → Could Are → were Have/has → Had Will → Would	
I am happy. Roy said, ‘my work is here.’	He said he was happy. Roy said that his work is here/ his work was here	
The verb changes or not in reported speech depending on the situation.		

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 96)

Activity: Interview and Report

In pairs, students asks each other 3-5 questions and later report to the class.

Questions	Answers
What do you like about this class?	
What is the most challenging topic in this class?	
What is the most interesting subject in your school?	

Reported Speech in Academic Context

“According to Jackson (2014), every individual has the opportunity to establish communication between cultures, countries, and races more often and easily.”

Can you convert it?

Verb	Function
argue	to present a claim
suggest	to offer a possibility
state	to present a fact or idea clearly
report	to present findings or data
claim	to assert an opinion
conclude	to summarize a result
observe	to describe a finding
find	to present research results

From Reported Speech to Academic Writing Tools

“might, may suggest, appears to, is likely to, tends to”

“Every individual has the opportunity to establish communication between cultures, countries, and races more often and easily.”	Strong claim
“Every individual might have the opportunity to establish communication between cultures, countries, and races more often and easily.”	Hedging claim

(**Source:** Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor, Michigan: University of Michigan Press. – pp.156-164)

Exercise – understanding Hedging

Let's review the sentences below and attempt to rewrite them using appropriate hedging language (e.g., perhaps, might, seems, likely, seems, could, likely, etc.).

Original Sentence	Hedging sentence
Online learning lowers students' academic performance.	
Working from anywhere increases productivity.	
Technology increases students' motivation to learn.	
Group work always produces better creative ideas.	
Online learning is more effective than classroom learning.	

Hedging Challenge

Instructions:

Revise the paragraph below that contains strong, absolute claims using hedging language to make it more appropriate for academic writing. Use modal verbs, hedging verbs, adverbs of possibility, and cautious language to soften the claim.

“Online learning and the use of technology-based games improves student performance as it provides more flexibility and high appeal due to the modernization and digitization provided. All students learn better in a digital environment. Technology always improves educational outcomes, and it completely replaces the need for traditional classrooms.”

Hedging Challenge

Original	Revision
<p>Online learning and the use of technology-based games improves student performance as it provides more flexibility and high appeal due to the modernization and digitization provided. All students learn better in a digital environment. Technology always improves educational outcomes, and it completely replaces the need for traditional classrooms.</p>	<p>Online learning and the use of technology-based games may improve student performance, as they appear to provide greater flexibility and may hold high appeal due to increasing modernization and digitization. Many students seem to learn better in a digital environment. Technology can potentially enhance educational outcomes, but it is unlikely to fully replace the need for traditional classrooms.</p>

From Hedging to Citation Practices

Read once again!

Online learning and the use of technology-based games may improve student performance, as they appear to provide greater flexibility and may hold high appeal due to increasing modernization and digitization. Many students seem to learn better in a digital environment. Technology can potentially enhance educational outcomes, but it is unlikely to fully replace the need for traditional classrooms.

Highlight key information → underline important phrases you'd like to use in your writing.

From Hedging to Citation Practices

Online learning and the use of technology-based games may improve student performance, as they appear to provide greater flexibility and may hold high appeal due to increasing modernization and digitization. Many students seem to learn better in a digital environment. Technology can potentially enhance educational outcomes, but it is unlikely to fully replace the need for traditional classrooms.

What's next?

Citations and references

These sources may be presented as a summary or paraphrase, as a quotation, or in a combination of both.

Reasons for providing citations:

1. to add weight and quality to your writing;
2. to give readers access to the sources you use;
3. to avoid plagiarism, and show that you understand the rules of the academic community.

(Source: Bailey, S. (2021). *Academic writing for university students*. Routledge. pp. 57-58)

Citations and references

Citation	Summary	Author's family name, date of publication	(Bailey, S., 2021)
	Quotation	Author's family name, date of publication, page no.	(Bailey, S., 2021: 57)
Reference	APA (7 th edition)	Bailey, S. (2021). <i>Academic writing for university students</i> . Routledge.	

(Source: Bailey, S. (2021). *Academic writing for university students*. Routledge. pp. 57-58)

Citations and references

Reference Verbs	Example	More reference verbs
Argues Claimed Uses Found Observed Suggests Assumes	Bailey (2021) argues that ... Bailey (2021) claimed that ... Bailey (2021) uses the term ...	Conclude Indicate Maintain Imply Show Reveal discover

(Source: Bailey, S. (2021). *Academic writing for university students*. Routledge. pp. 57-58)

Referencing systems

Styles	Information	Examples
MLA	more common for Arts and Humanities and more commonly used in the US.	Bailey, Stephen. <i>Academic writing for university students</i> . Routledge, 2021.
APA	more common for Social Sciences and used in the US.	Bailey, S. (2021). <i>Academic writing for university students</i> . Routledge.
Harvard	often used for Social Sciences and Business in the UK.	Bailey, S., 2021. <i>Academic writing for university students</i> . Routledge.
Vancouver	commonly used in Medicine and Science.	Bailey S. <i>Academic writing for university students</i> . Routledge; 2021 Dec 30.
Footnote/endnote systems	Commonly used in the Humanities	Bailey, Stephen. <i>Academic Writing for University Students</i> . New York: Routledge, 2021.

(Source: Bailey, S. (2021). *Academic writing for university students*. Routledge. p. 60)

Using quotations

What?	Bringing the original words → your work
When?	<ol style="list-style-type: none">1. the original words express an idea in a distinctive way2. the original version is more concise than your summary3. the original version is already widely known
Short quotations (1-2 lines)	Single quotation marks: 'language & technology' Quotation inside quotation: ' language "a medium" of communication. . . '
Longer quotations (3 lines or more)	Indented (given a wider margin) or smaller font: <i>It is stated that</i> <i>Online learning and the use of technology-based games may improve student performance, as they appear to provide greater flexibility and may hold high appeal due to increasing modernization and digitization. Many students seem to learn better in a digital environment. Technology can potentially enhance educational outcomes, but it is unlikely to fully replace the need for traditional classrooms. (Jackson, 2014: 80)</i>
Page number	After the date
Irrelevant information	Use ellipsis (. . .) to show something is missing
Inserting information	Use square brackets []. To show that there is an additional or change to the original. Example: Online learning [for students' perspective] offers significant benefits.
Mistake	Inserting [sic] after incorrect grammar or word. Example: Online learning offer [sic] significant benefits.

(Source: Bailey, S. (2021). *Academic writing for university students*. Routledge. p. 61)

Recap the purpose of quoting and referencing.

Support our ideas with credible sources/ evidences.

Is that enough?

To make it more effective, it is important to connect them all clearly to our own argument.

Jackson (2014) found that using handphone and other technology in the class enhance motivation. Technology improves learning outcomes in all sectors.*	Jackson (2014) found that using handphone and other technology in the class enhance motivation. In addition to that , technology has shown a positive impact in learning outcomes in several recent studies.
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Coherence in Paragraphs

Aspects	Examples
Repeated key words	Works – Responsibilities – these jobs
Transitional words	In addition, however, for example
Pronouns	Possessive (my, their), demonstrative determiners (this, that)

(Source:

Wingersky, J., Boerner, J., & Holguin-Balogh, D. (2006). *Writing paragraphs and essays: Integrating reading, writing, and grammar skills*. Thomson Wadsworth. pp. 314-317)

Transition Words for Cohesion

Function	Common Transition Phrases
Agreeing / Adding	Furthermore, Moreover, In addition, additionally
Contrasting	However, In contrast, Although
Giving Examples	For example, For instance, Such as
Cause and Effect	As a result, Consequently, Because of this
Time sequence	First, next, then

(Source:

Wingersky, J., Boerner, J., & Holguin-Balogh, D. (2006). *Writing paragraphs and essays: Integrating reading, writing, and grammar skills*. Thomson Wadsworth. pp. 314-317)

Exercise: Using Transition Words for Cohesion

Part A: Fill in the blanks

Choose the correct transition word or phrase below to complete the sentences.

(As a result, however, such as)

1. Traditional classrooms can be effective. _____, online learning offers more flexibility.
2. Some technologies, _____, interactive quizzes and learning apps, are now used in classrooms.
3. The new policy increased access to education. _____, more students from rural areas are attending school.

Exercise: Using Transition Words for Cohesion

Part B: Rewrite the paragraph

Add appropriate transition words to the empty places in the text below to make it more cohesive. (**Consequently** / **However**)

Online education is growing in popularity. _____, a lot of students still like conventional in-person communication. Nevertheless, hybrid models are now being offered by several universities. These blend in-person and virtual instruction. _____, this approach has decreased dropout rates and raised involvement. Effective education must be supported by technology, not replaced by it.

Academic Vocabulary

Word	Part of Speech	IPA (American)
analyze	verb	/ˈæn.əl.aɪz/
evidence	noun	/ˈɛ.və.dəns/
significant	adjective	/sɪɡˈnɪ.fɪ.kənt/
hypothesis	noun	/haɪˈpɑ.θə.sɪs/
evaluate	verb	/ɪˈvæl.ju.eɪt/
assumption	noun	/əˈsʌmp.jən/
cite	verb	/saɪt/
paraphrase	verb/noun	/ˈpæ.rə.freɪz/
cohesion	noun	/koʊˈhi.ʒən/
reliable	adjective	/rɪˈlaɪ.ə.bəl/

Pronunciation: Cambridge Dictionary - <https://dictionary.cambridge.org/>

Wrap up

Key learning Points	Functions	Examples
Sentence Complexity and Structure	To create clear and organized sentences	Simple – compound – complex sentences
Passive Voice	To write objectively with focus on the action/ what happens	Past simple (Was/were + past participle) and Present Simple (is/am/are + past participle)
Reporting Verbs	To refer to the sources accurately	Present - past
Hedging Language	Soften claims and avoid overgeneralization	Tends to, seems, may, etc.
Citation practices	Integrate external sources while avoiding plagiarism	Quotation and Summary
Transition words for Cohesion	To ensure smooth connection between ideas/paragraphs	In addition to, consequently, etc.

References

Bailey, S. (2021). *Academic writing for university students*. Routledge.

Hogue, A. (2014). *Longman academic writing series 2: Paragraphs*. Pearson

Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press.

Pavlik, C., & Bland, S. K. (2004). *Grammar Sense: Student Book 1*. Oxford University Press.

Pronunciation: Cambridge Dictionary - <https://dictionary.cambridge.org/>

Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor, Michigan: University of Michigan Press

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Thank You