



Lecture 11

Exploring Innovation and Its Impact

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Sub-Topics

1. Talking about groundbreaking scientific discoveries.
2. Automation in Education
3. Writing about a technological innovation that has changed the world.
4. Explaining how students use technology for learning.
5. Discussing whether technology brings more benefits or drawbacks.

Language Features

1. Academic vocabulary
2. Expressing opinions (I'd prefer & I'd rather)
3. Formal tone
4. Comparative/analytical language
5. Contrastive conjunction
6. Passive voice
7. Reported speech
8. Citations
9. Hedging

Learning Objectives

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

1. Understand and use academic vocabulary related to innovation.
2. Analyze and compare innovations using academic structures.
3. Write a structured and formal academic paragraph with evidence and hedging.
4. Collaborate in academic discussion using formal and cohesive language.

What would you live without...?

100 years ago!

What technology would you miss the most?

phone **INTERNET** **transportation**
microwave **e-commerce**

Let's work in pairs to list 3 technologies...

Brainstorm

Work in group

Write at least 3 innovations based on the label (education, health, technology, daily life)

Category	Innovation
Education	Digital whiteboard
Health	Robotic surgery
Technology	Android
Daily life	Microwave

Let's discuss

Category	Innovation	Adjectives
Education	Digital whiteboard, adaptive learning AI, E-Learning, digital classroom, gamification	Effectiveness & performance: Fast, efficient, accurate, strong, smart, powerful Cost & value: Cheap, affordable, cost-effective, profitable
Health	Robotic surgery, telemedicine, wearable health tech	Environmental & social impact: Eco-friendly, sustainable, clean, safe, ethical
Technology	Android, automation, cybersecurity, 5G	Accessibility & usability: Easy, user-friendly, convenient, accessible
Daily life	Microwave, Electric vehicles, food tech, self-cleaning materials	Functionality: Flexible, reliable, adaptable Advancement: Advanced, modern, sophisticated

Level up

Online learning changes how students learn.



Online learning significantly transforms traditional learning processes by providing accessible, flexible, and personalized educational experiences.

Sentence Type

Simple Sentence	Students learn using AI	One or more subject with one or more verb
Compound Sentence	Students learn using AI, 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	Despite the integration of AI in student projects, the instructor maintains a constant supervisory presence.	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 using interactive apps.	SS + V
	My brother and mother speak and write English every day to connect with global communities.	SS + VV
	My little sister does not yet 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 about innovation and future work	
	The professor explained the role of innovation in technology and answered questions about its impact.	
	My brother and his friends arrived at the innovation lab.	
	John and his boss discussed and executed an innovative project	

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Compound Sentence Structure

	Sentence	Patterns
Simple sentence with compound verb	My brother learns coding and practices digital marketing regularly.	S +VV
Compound Sentence	My brother and sister learn robotics, and I study educational apps.	SS, and SV
Simple sentence with compound verb	My brother and sister really like online learning and practice their English using virtual learning tools every day.	SS + VV
Compound Sentence	Next year, my brother and I will attend an education expo in Malaysia, or we might join a coding bootcamp in India.	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.

Exercise: Identify or Complete the Sentence

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

1. The manager **designs a comprehensive training module** and **conducts virtual seminar**.
2. My teacher **uses smart boards** and share e book every morning.

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

1. We can leave now, or we **can join the breakout room in zoom later**.
2. You can write the report, or she **can just print my file**.

Complex Sentence Structure

Complex sentence		
I will update the software	because	This version is no longer compatible.
I am going to there	when	The robotic surgery is ready.
Since	The weather was bad,	We cancelled the trip
Before	you submit your project,	You need to review the grading rubric on the system.

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

Complex Connectors

Function	Connectors	Example
Cause & Reason	because, since, as	The experiment was delayed because the tools were not available.
Contrast	although, even though, while, whereas	Although the data was limited, the result is still generalizable.
Purpose	so that, in order to	The students completed the training in order to improve their skills in technology.

(Source: Hogue, A. (2014). *Longman academic writing series 2: Paragraphs*. Pearson. p. 151)

Identify the Sentence Type

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

1. She doesn't practice and learn to operate Microsoft Excel before.
2. We planned to join the tech expo, but it started raining.
3. Even if the internet is slow, we will keep working on the project.
4. We attended the online workshop and took notes while we listened to the guide.
5. He delivered a presentation and kept the audience engaged.

Stating Preferences: prefer & would rather

When you say what you prefer in general, you can use **prefer to...** or **Prefer -ing**

I prefer to study online.	I prefer studying online.
I prefer to download e-book.	I prefer downloading e-book.

Personally I prefer
I'd rather watch
I'm more into
If I had to choose, I'd go with

Which do you prefer?

prefer YouTube	to Tiktok
prefer watching through IG	to watching through Facebook rather than (watching) drama
prefer to watch a documentary	rather than (watch) reality show

Would you prefer?

Would prefer to say what somebody wants in a specific situation.

Would you prefer this movie or that movie?

Shall we study the invention of TV?	I'd prefer to explore the invention of the internet.
Do you want to learn about electric cars?	I'd prefer learning about traditional fuel-based cars over electric ones.
I'd prefer to learn about invention of renewable energy technology rather than other inventions.	

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 118)

Would rather (I'd rather)

	I'd rather do something I'd rather to do something
Do you want to go to the coding expo?	I'd prefer to stay home and listen to classical music. I'd rather stay home . . .
Which would you prefer to do, explore to . . . Or . . . ?	Which would you rather do, explore to . . . Or . . . ?
	I'd rather not watch horror movie.
I'd prefer to investigate this case rather than the previous ones.	I'd rather investigate this issue than others.
	I'd rather somebody did something I'd rather somebody do something
I'd prefer you not to use Chatgpt	I'd rather you didn't use Chatgpt.

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 118)

Let's discuss

Category	Innovation	Adjectives for comparing
Education	Digital whiteboard, adaptive learning AI, E-Learning, digital classroom, gamification	Effectiveness & performance: Fast, efficient, accurate, strong, smart, powerful Cost & value: Cheap, affordable, cost-effective, profitable
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Technology	Android, automation, cybersecurity, 5G	Accessibility & usability: Easy, user-friendly, convenient, accessible
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Level up

Electric motorcycles are way better than gas motorcycles as they're cheaper and don't pollute as much.



Electric vehicles are more cost-effective and environmentally friendly than traditional gasoline-powered motorcycles because they are cheaper and do not pollute as much.

“more ... “ for longer words (two syllables or more) & “more ...” for adverbs that end in -ly

Convenient		Convenient	Shopping online is more convenient than traditional one
Expensive		Expensive	This is the most efficient robot I ever have
Comfortable		Comfortable	
Efficient		Efficient	
Flexible		Flexible	
Affordable		Affordable	
Helpful		Helpful	
Effective		Effective	

Comparison Signals

Similar/equal/the same	Adjectives → describing nouns. YouTube's and Tiktok's concepts are similar/equal/the same.
Similar to Equal to (just) like The same as	Act like prepositions (In front of nouns) Google doc's performance is similar to/(just) like/ the same as Microsoft word.
Equally	Adverb → Describing verbs, adjectives, other adverbs This windows explorer is equally user-friendly.
Both...and Not only ... but also	Paired conjunctions The two systems are <i>both</i> professional <i>and</i> friendly. The professor is <i>not only</i> smart <i>but also</i> creative

(Source: Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (p. 3). London: Pearson. p.115)

Active → Passive voice

Type of Sentence	Active Voice	Passive Voice
Simple Sentence	Tomas Edison invented the light bulb.	The light bulb was invented by Thomas Edison.
Complex Sentence	Before scientists test the prototype, they must review the concept.	Before the prototype is tested, the concept must be reviewed.
Agent (actors) is sometime unidentified or unnecessary		Was the file uploaded?
Sometime it is important, we can use “by”		Was the file uploaded by your secretary?

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

Direct and Indirect Speech

Direct Speech	Indirect Speech	Rules
I created a new app.	He said that he had created a new app.	Said , as the main verb (past)
They examine the data.	He said (that) they examined the data.	Leave out “that”
Stefany said, “I am designing the prototype”	Stefany said she was designing the prototype.	It’s common for writing to show direct speech using “...”
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 can install the software. Roy said, ‘my design is complete	He said he could install the software. Roy said that his design was complete (or is, depending on time)	
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)

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

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)

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)

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.	

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.	Online learning may lower students' academic performance in some cases.
Working from anywhere increases productivity.	Working from anywhere can potentially increase productivity.
Technology increases students' motivation to learn.	Technology appears to increase students' motivation to learn.
Group work always produces better creative ideas.	Group work often leads to better creative ideas.
Online learning is more effective than classroom learning.	Online learning might be more effective than classroom learning.

Hedging Challenge

Instructions:

Revise the paragraph below that contains strong, absolute claims using hedging language.

“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.”

*“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.”*

The impact of Online platforms in Education

Innovations are being pursued to improve the education sector and facilitate more productive learning. According to Smith (2020), ChatGPT, Kahoot!, and Duolingo have become popular alternative platforms **that may promote** learning success. However, **some experts argue** that geographic and economic factors **may limit** the effectiveness of these innovations (Johnson, 2023). For instance, regions with inadequate infrastructure cannot access these platforms. They may have difficulty accessing them because they lack internet access. Consequently, this innovation does not guarantee educational quality. Therefore, governments should collaborate to improve infrastructure and technology in each region.

Wrap up!

Language Feature	Example	Purpose
Academic Vocabulary	<i>Implementation, advancement, collaboration, efficiency</i>	Enhances formality and clarity in academic writing
Expressing Opinions	<i>I'd prefer to adopt hybrid learning models. I'd rather explore solar energy alternatives.</i>	Shows personal stance in a polite, academic tone
Formal Tone	<i>This approach is considered more sustainable in the long term.</i>	Maintains professionalism and objectivity
Comparative/Analytical Language	<i>Online learning may be more flexible than traditional classes.</i>	Allows analysis and critical comparison
Contrastive Conjunction	<i>Although innovations offer convenience, they may also pose ethical concerns.</i>	Highlights opposing or alternative views
Passive Voice	<i>The new system was developed to improve data security.</i>	Emphasizes action/results over the actor
Reported Speech	<i>Researchers stated that AI might transform future learning models.</i>	Paraphrases sources formally
Citations	<i>(Lee, 2022), (Kumar, 2023)</i>	Provides academic support and credibility
Hedging	<i>This solution might be effective in certain contexts.</i>	Shows caution and avoids overgeneralization

References

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

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Thank You