

## Appendices

### Appendix 1: Sample TBLT Lesson for writing classes for teaching academic style of writing

Unit Academic Style

Session 1

*In this session you will learn how to do the following:*

Recognise key features of academic style

Understand formality and the tone needed for academic writing

Activity 1: Understanding academic writing style

Read the texts in columns A and B below. Which text do you think is written in an academic style – A or B?

A	B
Do you know one of the really big problems in Bangladesh? I think it's illiteracy – yes, that's right. You heard me. Sadly it's having a big effect on our country's development. The government is trying lots of ways to get rid of it like making primary education free and e.g. they're saying all little kids MUST go to school. Other cool initiatives are things like giving girl students stipends and giving street children food if they come to class etc. Something else. Did you know that the government and NGOs have published and handed out free books to students? Not bad, eh!	Illiteracy is a major problem in Bangladesh. Existing on a huge scale, it might be considered one of the greatest barriers to national development. A number of initiatives have been taken by the government to possibly eradicate illiteracy, for example making primary education free and compulsory for all. In addition, female students are commonly given stipends; street children may be given food for education, and both the government and non-government organisations have often published and distributed books free of charge to students.

Now, work in pairs. Study texts A and B carefully, and write down the differences between the texts with some examples.

Features	Text A	Text B
Active and passive tense	All verbs are in the active tense e.g., The government is trying lots of ways	Some verbs are in the passive tense e.g., a number of initiatives have been taken by the government
Verb contraction Example: <i>it's, don't</i>		
Direct questions Example: <i>How can we sort out this problem?</i>		
Personal pronoun* Example: <i>I, we, you</i>		
Colloquial language & phrasal verbs Example: <i>kid, cool, like, sort out, get</i>		

Emotive language Example: <i>unfortunately, luckily, surprisingly, thankfully</i>		
Non-specific language Example: <i>thing, stuff, sort of, people, lots of</i>		
Abbreviations Example: <i>etc.</i>		
Punctuation Example: <i>use of exclamation marks (!) and dashes (-), CAPITAL LETTERS</i>		
Sentence fragments Example: <i>Coming tonight? No idea.</i>		

Activity 2: Using cautious language in academic writing

One of the features that make your writing style more academic is using cautious language. When you express your standpoint on a particular subject, you need to use cautious language because absolute justification of claims is seldom made. You may use cautious/hedging\* language in order to demonstrate your competence as a writer, reduce the risk of criticism, be more precise in reporting results and show modesty and politeness.

Dhaka **has** inadequate road networks for its size.

Introducing a n underground rail service **might solve** some of Dhaka's congestion problems

a) Discuss in pairs:

1. What type of language do you use to state facts?
2. What type of language do you use when you are uncertain or want to be cautious?

b) Here are some more examples of cautious language. Put the word in the correct column in the table that follows.

suggest	probability	often	tendency	claim likely	may	frequent
generally	indicate					
appear	tend to	might		probably		

	A: Common ways to make your writing style more cautious	B: Examples of cautious language
1.	Use introductory verbs e.g., <i>It seems that ...</i>	Appear
2.	Use modal verbs e.g., <i>It could be argued that ...</i>	
3.	Use modal adverbs e.g., <i>It is commonly found that ...</i>	
4.	Use modal adjectives e.g., <i>It is possible to find that ...</i>	
5.	Use modal nouns e.g., <i>There is an assumption that ...</i>	

Look back at Text B in Activity 1. Find and underline examples of cautious language that the writer has used.

Activity 3: How cautious are you?

Work in pairs. Do you think that the following sentences are cautious enough? Make them more cautious, if necessary.

1. Jute cultivation is becoming unpopular among farmers.

[Example] Reports suggest that jute cultivation is becoming unpopular among some farmers.

2. Telemedicine does not work in rural areas.

---

3. Urban young women prefer not to wear sarees.

---

4. Microcredit has transformed the lives of all women in rural and urban areas.

---

Activity 2: Developing an academic style

a) *Read the following text. Find and underline the informal language features.*

According to me cricket is the most popular game in Bangladesh nowadays. Its popularity is going up more and more among people of all ages. You'd be surprised to see that a lot of kids love to watch cricket matches in the stadium. They support the Bangladeshi team waving the national flag. It's amazing! Don't you think so? There're stadiums in almost all the district

towns but not many of them are of international standard. A few of them like Sheikh Abu Naser Stadium, Zahur Ahmed Chowdhury Stadium etc. are used as international venues. I think the government's patronising cricket a lot but it needs to promote other games as well. If the government supports other games—football and Ha Du-Du, they will regain their past glory.

b) *Rewrite the text in an academic style using formal language. Include cautious language, where appropriate.*

---



---



---



---



---



---

Extension: Academic style recap

*Work in pairs. Create a checklist of tips: 'How to write in a good academic style' Now use your checklist to evaluate each other's writing in Activity 4b.*

My Checklist: Good academic style

Home task

a) Portfolio task

*Write a paragraph on the topic of climate change. Make sure you use an academic writing style that uses formal and cautious language. Put the completed task in your portfolio*

This is an open-access article distributed under the terms of a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) license.