

decades after his death. Constant reprints of classic poems show that there is still a desire for these old poems, but the old styles are sitting dusty and unused on display shelves. Somebody really ought to take them down and use them again

*TA: Thank you for sharing your fascinating views on how to teach poetry in English. I wish you the best of success in your teaching career.*

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Figure 2

*Aaron Ozment Defended his Master's Thesis While Wearing Haori and Hakama*

## [JALT PRACTICE] WRITERS' WORKSHOP



### Jerry Talandis Jr. & Rich Bailey

*The Writers' Workshop is a collaborative endeavour of the JALT Writers' Peer Support Group (PSG). Articles in the column provide advice and support for novice writers, experienced writers, or nearly anyone who is looking to write for academic purposes. If you would like to submit a paper for consideration, please contact us.*

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## Tools to Improve Academic Writing

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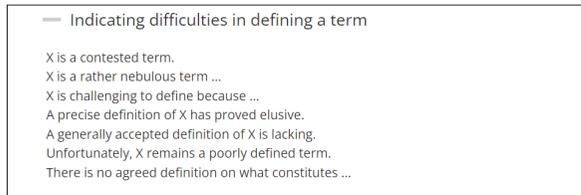
**W**riting for publications can be daunting for novice writers as it involves joining a new discourse community. Because each academic community is shaped by its own manner of recording information and communicating knowledge (Cotos, 2018), it is necessary to learn the best ways to present work based on the expectations of the

academic community and its publications (Hyland & Jiang, 2018). Thus, to publish academically it is important to master a manner of writing and sequences of words (i.e., formulaic expressions) to match what experts look for (Hyland, 2008). These word sequences can be referred to as *lexical bundles*, *chunks*, or *clusters*. Examples of lexical bundles include *in this paper we will discuss*, *due to the fact that*, and *as can be seen*. Mastering this language effectively is imperative because not using the correct register may preclude the publication and communication of important research (Englander, 2006, as cited in Hyland, 2019). Free online language resources are useful tools to aid the selection of phrases for effective communication. This article will introduce a few of these resources and explain how to use them.

### Academic Phrasebank

The *Academic Phrasebank* ([www.phrasebank.manchester.ac.uk](http://www.phrasebank.manchester.ac.uk)) lists phrases according to their functions (e.g., describing trends, defining terms). It is a free online resource from the University of Manchester created by John Morley that helps users understand how and when a particular phrase is used. An example can be seen in Figure 1 which shows how to define a difficult term.

Figure 1  
*Phrases Showing How to Define Difficult Terms*



### Sketch Engine for Language Learning (SKELL)

*SKELL* ([skell.sketchengine.eu](http://skell.sketchengine.eu)) is a tool that can be used to look for patterns in text. By combining *SKELL* with the *Academic Phrasebank*, a better picture of how phrases are used in context can be obtained. Figure 2 illustrates the analysis of the phrase *in accordance with the*. *SKELL* provides examples of this queried phrase in a sentence. These examples can inform the writer of where the phrase is placed within a sentence and which words precede or follow it. Here, we can see that immediately following the phrase is a noun or an adjective.

Figure 2  
*Concordance Lines of “in accordance with the”*



### AntConc

*AntConc* ([www.laurenceanthony.net/software/antconc](http://www.laurenceanthony.net/software/antconc)) was created by Laurence Anthony (2022) and can be downloaded from his website. The software can be used to create a corpus of texts that can be used to identify patterns. The results in Figure 3 were obtained by first uploading several reference articles used to write this paper into *AntConc*. A

search of the word *learner* was then carried out to find clusters. This tool can sort words by frequency and show them in context within the imported works. This technique can be useful for analyzing a journal or resource to see how certain words or phrases are used. Furthermore, Anthony (2022) posts videos on *YouTube* where he explains how to use the software in detail.

Figure 3  
*AntConc Cluster Results for “learner”*

Rank	Freq	Range	Cluster
1	7	2	learner corpus
2	2	1	learner corpora
3	1	1	learner academic
4	1	1	learner and
5	1	1	learner awareness
6	1	1	learner language

### Vocabulary Profilers

*Vocabulary profilers* comprise a set of tools that can analyze writing to categorize vocabulary into frequency levels. The data in Table 1 was taken from the vocabulary profiler available on the EAPFoundation website ([www.eapfoundation.com](http://www.eapfoundation.com)), where there are different options for analyzing a text. Table 1 shows the results of analyzing an abstract with the *New General Service List* (NGSL) and the *New Academic Word List* (NAWL). This type of profile can show the NGSL level of words and if those words are on the NAWL. The NGSL shows more common words, while the NAWL features more academic vocabulary. The resulting analysis indicates that the abstract contains mostly high-frequency words. A writer can use this approach to determine the academic level of particular words and make choices more suitable to their needs.

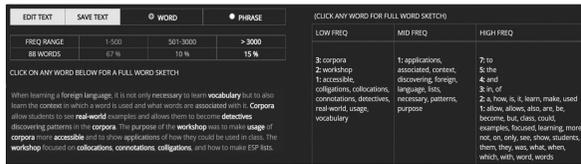
Table 1  
*Analysis of an Abstract at the EAPFoundation Using the NGSL and NAWL*

Level	TOTAL			UNIQUE		
	# words	%	cumul %	# words	%	cumul %
NGSL 1k	75	84.3%	84.3%	51	82.3%	82.3%
NGSL 2k	1	1.1%	85.4%	1	1.6%	83.9%
NGSL 3k	0	0%	85.4%	0	0%	83.9%
Total for NGSL	76	85.4%	85.4%	52	83.9%	83.9%
NAWL	5	5.6%	91%	4	6.5%	90.3%
Supplemental	0	0%	91%	0	0%	90.3%
Off-list	8	9%	100%	6	9.7%	100%
Numbers	0	/	/	0	/	/
Totals	89	100%	100%	62	100%	100%

## Words and Phrases

*Words and Phrases* is another vocabulary profiler, one that has been incorporated into COCA, the Corpus of Contemporary American English ([www.english-corpora.org/coca](http://www.english-corpora.org/coca)). The sample in Figure 4 shows how this tool makes it possible to determine vocabulary levels within a text. Low-frequency words are considered more academic than mid- or high-frequency ones. The *Word* function displays the genre, collocations, lexical bundles, synonyms, and concordance lines.

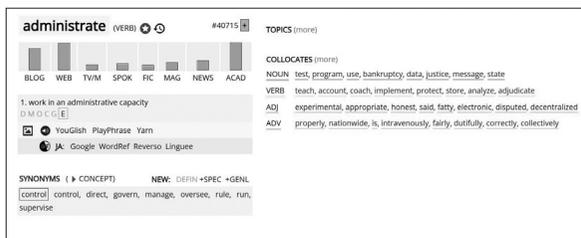
Figure 4  
Analysis of an Abstract with Words and Phrases



In this sample, most of the words used are not considered academic because they are high-frequency. With this knowledge, an author can now choose to replace these items with more academic synonyms or analogous phrases.

Word profilers can also be used to determine the vocabulary level used in a particular journal in order to gauge acceptable levels of academic word usage. Figure 5 shows part of the results of using the Word function in Words and Phrases to look up *administrate*. The collocates usually paired with this word are displayed, along with links to other websites where the word can be heard as part of a short video clip. Links to Japanese translations are also provided.

Figure 5  
Information on “administrate” Using Words and Phrases



## Academic Word Suggestion Machine (AWSuM)

Swales’s view of genre theory (as cited in Cotos, 2018) was built on the moves and organization used to convey a message in ways preferred by a particular discourse community. In genre theory, text is organized into several moves (Cortes, 2013). These moves can also be separated into different steps. For example, Table 2 features the framework used for tagging moves in an abstract, which was taken from Mizumoto et al. (2017). The first move of an abstract is the *Introduction*, the first step of which could be *Arguing for prominence*. Subsequent moves are *Presenting the research*, *Describing the methodology*, *Summarizing the findings*, and *Discussing the research*. New web-based tools such as AWSuM ([langtest.jp/awsum](http://langtest.jp/awsum)) have been built upon this theory. AWSuM contains an autocomplete feature that suggests the most frequent lexical bundles in a move within a particular sample of text (Mizumoto et al., 2017). As a result, AWSuM can suggest phrases based on what part of the article is being written and the writer’s intention.

Table 2  
Move Framework Used to Create AWSuM

Sections	Moves	Steps
Abstract	[01] Introduction (Establishes context of the paper)	<ul style="list-style-type: none"> <li>Arguing for topic prominence (Claiming centrality)</li> <li>Making topic generalizations</li> <li>Defining terms, objects, or processes</li> <li>Identifying a gap in current knowledge</li> <li>Justifying the research study</li> <li>Stating the purpose directly</li> </ul>
	[02] Presenting the research	<ul style="list-style-type: none"> <li>Describing the participants</li> <li>Describing the instruments or equipment</li> <li>Describing the procedure and conditions</li> </ul>
	[03] Describing the methodology	<ul style="list-style-type: none"> <li>Describing the main features or properties of the solution or product</li> </ul>
	[04] Summarizing the findings	<ul style="list-style-type: none"> <li>Deducing conclusions from results</li> <li>Evaluating value of the research</li> <li>Presenting recommendations</li> </ul>
	[05] Discussing the research (Interpreting or extending results beyond the scope of the paper, drawing inferences, pointing to applications or wider applications)	

## Final Thoughts

Technology has made it much easier to notice patterns most used in academic writing and isolate them for deeper reflection. These phrases are ones that experts often expect to see when reviewing an article. Corpora such as *SKELL* and *COCA* show how particular phrases are used in context. AWSuM supplies suggestions for the deeper structures of each section of a paper. The tools mentioned in this article are just a small sample of what is freely available online. Novice writers are encouraged to make use of these resources to improve their chances for publication.

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## [JALT FOCUS] SIG FOCUS



### Robert Morel & Satchie Haga

JALT currently has 30 Special Interest Groups (SIGs) available for members to join. This column publishes an in-depth view of one SIG each issue, providing readers with a more complete picture of the different SIGs within JALT. For information about SIG events, publications, and calls for papers, please visit <https://jalt.org/main/groups>.

Email: [jaltpubs.tlt.sig.focus@jalt.org](mailto:jaltpubs.tlt.sig.focus@jalt.org) • Web: <https://jalt-publications.org/tlt/departments/sig-news>

Collaboration is a cornerstone of JALT activities and the same goes for SIGs. While many people often think of collaboration within a SIG, there is an ever-growing amount of collaboration between SIGs as well as among SIGs, chapters, and other groups. This year, the SIG Focus column would like to highlight SIG collaboration in all its forms. Please feel free to contribute or suggest ideas by emailing us at [jaltsigfocus@gmail.com](mailto:jaltsigfocus@gmail.com).

researchers interested in L2 listening. For teachers, the SIG aims to provide practical ideas for the listening classroom. For researchers, the SIG provides a networking and collaboration platform to help members and non-members share their knowledge, expertise, and research on listening. The SIG organized a forum at the JALT international conference with invited international presenters and has already contacted speakers within its membership to present at future events. In 2022, the SIG aims to hold three events, hosting a showcase in July at the PanSIG 2022 conference, a conference day devoted to listening (Kyoto, September), and the annual forum/Annual General Meeting at the JALT2022 international conference (November, Fukuoka).

## Listening SIG

Naheen Madarbakus-Ring

SIG Coordinator

Marc Jones

SIG Publicity Chair

### Who We Are

The Listening (LIS) SIG was formed in February 2021 to bring together teachers, learners, and

### Collaborating with JALT

The SIG aims to work with other SIGs and chapters of JALT. Although the group's central focus is listening, the SIG is also interested in collaborating with other SIGs to present research on listening and vocabulary, assessment, and teacher training,