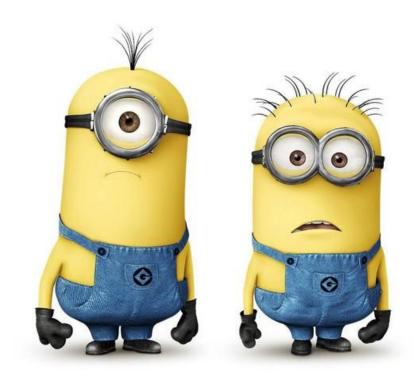


# Academic vocabulary (2)

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# What is academic vocabulary?





## How to use the AWL



School of Linguistics and Applied Language Studies

↑ Academic Word List information

How to use this list

Academic Word List selection

The sublists

The Academic Corpus

References

↑ School of Linguistics and Applied Language Studies 
Resources and publications
Academic Word List information
How to use this list

### How to use this list

Te Kura Tātari Reo

The headwords of the Academic Word List (AWL) are the stem form of the words. The number after each headword is the sublist the word family is in. The sublists have the word families of the AWL with the most frequently used member of the family in italics. Table 1 on <a href="The Sublists">The Sublists</a> page shows the coverage of the sublists over the <a href="Academic Corpus">Academic Corpus</a> (a corpus is a body or collection of texts) and the number of pages of text a learner needs to read in order to encounter the words.

# The Words in the academic word list should be learned in several ways

- Learners should read academic texts and listen to academic lectures and discussions. Where possible, the
  written and spoken texts should not be too difficult for learners, with no more than about 5% of the running
  words in the texts being new words for the learners.
- Learners should have the chance to speak in academic discussion and write academic texts using academic vocabulary.



## Lexical (content) words vs. function words

Which kind of words are more common in academic texts?

function words
prepositions
determiners
primary auxiliaries
pronouns
coordinators
modal auxiliaries
subordinators
adverb particles



# Lexical (content) words vs. function words

### lexical words (51%)

nouns 30%

adjectives 9%

verbs 8%

adverbs 4%

### function words (49%)

prepositions 13.8%

determiners 9.3%

primary auxiliaries 5.8%

pronouns 3.5%

coordinators 3.7%

modal auxiliaries 1.5%

subordinators 1.2%

adverb particles 0.3%





# Phrases for academic writing

## The Oxford Phrasal Academic Lexicon (OPAL)

#### Specifying topics and relations between ideas 370 phrases / 15 functions

in terms of in respect of

from the point of view of in relation to

from the perspective of focus on with respect to

in/within the context of

with regard to in particular related to in question

relating to as part of

the relationship between the question of (whether or not)

the concept of as to

concerned with the idea of

linked to the notion of

relevant to the problem of

in accordance with the issue of



## **OPAL** functions

Specifying topics and relations between ideas

Drawing attention to something or focusing on it

Hedging and expressing degrees of certainty

Explaining and defining

Giving examples or presenting evidence

Expressing aims, causes and effects

Making contrasts

Comparing

Adding

Expressing quantity/degree and increase/decrease

Expressing the existence/non-existence of something

Referring to the text and to other texts

Referring to time

Phrases with (the) (noun) of

Miscellaneous



# **Academic Phrasebank (1)**

### Referring to data in a table or chart

Table 1 Figure 1 shows compares presents provides an overview of ...
the experimental data on X.
the summary statistics for ...
the breakdown of X according to ...
the intercorrelations among the nine measures of X.
the results obtained from the preliminary analysis of X.

The table below illustrates
The pie chart above shows
The top half of the table shows
The bottom half of the table shows

some of the main characteristics of the ...
the breakdown of ...



# **Academic Phrasebank (2)**

### Highlighting significant data in a table or chart

What stands out in the table is ...
Closer inspection of the table shows ...
It is apparent from this table that very few ...
The most interesting aspect of this graph is ...
In Fig.10 there is a clear trend of decreasing ...
What is striking about the figures in this table is ...
What is interesting about the data in this table is that ...
The differences between X and Y are highlighted in Table 4.
From the chart, it can be seen that by far the greatest demand is for ...
From this data, we can see that Study 2 resulted in the lowest value of ...
This table is quite revealing in several ways. First, unlike the other tables ...

