

# English Module



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## CHAPTER I. INTRODUCTION

### A. Description

This English module provides guides and resources to study academic English and it will be useful for university students during their study at the university. This module covers so-called 'four language skills'. These skills are writing, reading, speaking, and listening. Each skill will be discussed simply, thus all students with or without preliminary knowledge of English, may learn something and are encouraged to learn English.

### B. Learning Outcomes

After reading this module and learning from it, hopefully the students have more knowledge about academic English and are motivated to learn more about this language in the future. The students will understand about what and why they need to learn English language in this era. Specifically, they may feel helped during their study at the university by knowing English better.

### C. Learning Outcomes Indicators

In details, after reading and learning this module, student will improve their four language skills. At least, they can write, read, speak, and listen better afterward. Another indicator is that student will not afraid to learn English and be more interested in learning it. This module expects the improvement of student's English ability in all of four skills mentioned previously.

### D. Subjects

The subject in this module is divided into four main chapters. Chapter II and III are about Writing and Reading and Chapter IV and V are about Speaking and Listening. In academic journey, both writing and reading skill are essential for students to master. Without these two skills, they will not grasp much knowledge during their study and not be able to optimize their learning experiences. For example, research and critical analysis needs good ability of reading and writing. Meanwhile, both Speaking and Listening are also important, since these two skills are influential in student's success. By speaking and listening better, they can communicate and deliver their ideas better to other people.

## CHAPTER II. WRITING

### A. Definition

Writing can be defined, at least, as a process where it consists of planning, drafting, editing and proofreading. In planning, you can begin with analysing the purpose of your writing, whether it is for the course's assignment or writing practice for the test. Then you can continue with brainstorming. Brainstorming means building concept, collecting evidence, ideas exploration, that will focus your writing scope. After doing this analysis and brainstorming, you can write a structure of your writing. This structures generally include issues, ideas, questions you want to analyse and answer.

In drafting, you need to start writing and do not worry about the errors you make at the first try. You just need to keep writing, sentence by sentence, paragraph by paragraph, until you fulfil your writing for every point you mention in planning stage. Try to write the sentences and paragraph clearly and in order, so the reader will find the flow of your writing and find it easy to read. In editing and proofreading, you check the substances and narration in your writing. You need to ensure that you bring enough evidences and arguments in your writing. Also, to validate every statement you write. At the same time, you need to check your vocabulary and grammar, whether it already follows the rule of English writing or not.

### B. Reasoning

Writing is the most important skill in academic English. Outside English subject, writing itself must be recognizably difficult since it takes knowledge and practice for a long time. Nobody can be a good writer without months or years of practice. If you find yourself difficult to write, or even claim yourself as a bad writer, believe that everyone has through all of these feelings. The different between a good writer and a bad one is a practice. A bad writer cannot be a good writer if the writer does not want to try practicing and writing. So, start writing, although it will be many mistakes and errors at the beginning.

### C. Learning Tips

To provide simple explanation, the tips written in this module will be divided into three phases. Phase one, the tips before you begin writing. Phase two, the tips during writing. Phase three, the tips after writing. However, there are abundance of resources and tips you can look

for in the internet about writing in academic English. The tips written here only aim to encourage you and give you a key to open these resources.

### ***Phase One***

The idea of organizing ideas is important in the beginning of the writing. The main purposes of organization are putting some logic behind ideas. It also provides some orders in terms of ideas' importance and chronological. All of these points will help you writing clearly. You also need to organize structure of your writing. This structure can consist of the introduction of your writing, it is followed by your planning about main arguments and paragraphs, and it is ended by conclusions.

### ***Phase Two***

During writing, Scarcella (2003) explains some necessary elements within, these elements are brainstorming's result in narration, provision of examples and evidence, reference citation, and obviously, clear sentences. The evidences can be searched from facts, statistics, authorities, anecdotes, scenarios, cases, as well as textual evidences. While [the sentences](#) can be divided into transition sentences, topic sentences, body sentences, linking sentences, and concluding sentences. After all, the main activity you need to do is writing, writing, and writing. Keep writing until you have sufficient word to be read after.

### ***Phase Three***

After that, time comes for revision. You need to go back reading your writing and checking its sentence and paragraph. You also need to put yourself as a reader of your work, and ask, 'will reader have trouble to read this writing?' or 'which sentence or paragraph that will make reader confuse?', etc. Good writing is the work (writing) that can be understood by all people regardless their prior knowledge or level of intellectuality.

## **D. Academic Context**

In academic context, writing skill is a must, there is no long-term academic success without ability to write well and clearly with enough evidences and references.

## CHAPTER III. READING

### A. Definition

Reading can be defined as a complicated process of understanding the text and employing or utilizing knowledge to learn and collect the information within (Hellekjær, 2009). Thus, reading is not just about knowing the meaning of each word you read in the article or book. Further, it can be more difficult to do reading in a foreign language or second language of your tongue. It takes knowledge affecting your reading skill. Scarcella (2003, p. 22) explains that this knowledge can be 'ideas, concepts, definitions, and stories that they (students) can draw upon to make sense of text and explain themselves.'

### B. Reasoning

Reading skill must be learned since it will take many readings at the university. There are many insightful texts and valuable books written in English language. Inevitably, having reading skill means having a key that opens the access to (understanding) these resources.

### C. Learning Tips

To provide simple explanation, the tips written in this module will be divided into three phases. Phase one, the tips before you begin reading. Phase two, the tips during reading. Phase three, the tips after reading.

#### ***Phase One***

Before you begin reading, first and foremost, you need to know the purpose of your reading in mind. Thus, you can decide what texts or books to read, what segments are important, what are keywords to look for, etc. As you set the purpose or the destination, you will know the best route to achieve what you need in the future. Setting the purpose will also reduce time wasting and will make your reading time more effective and efficient.

#### ***Phase Two***

During the reading, you can do these common four strategies, namely previewing, skimming, scanning, and detailed reading. You can get details the information about

these strategies by clicking this [link](#). Further, you need to recall all of your previous knowledge and connecting this knowledge with what you read. You also need to read consciously which mean controlling yourself to read carefully in details and highlight unclear words or meaning (Hellekjær, 2009). Thus, you can expose what you need to improve in terms of your fluency, vocabularies, and your ability to memorize and retain information. Scarcella (2003) also emphasizes that you need to understand the perspectives in what you read, the relationship between each sentence and paragraph, and the logical lines of thought within.

### ***Phase Three***

After reading, you can do re-reading of the texts and books. This aims to ensure the validity of your understanding and so-called clearing the confusion in your mind. It is possible that you still do not get the points or perspectives of what you read, thus you need to ask your mentor or friend to discuss these confusions.

### **D. Academic Context**

In academic context, obviously, many researches explain that reading the text or books written in foreign language (not a first language of the reader) will be difficult (Hellekjær, 2009). Especially, the text or books are using academic words, which are not used in daily conversation of English (Scarcella, 2003). Without understanding these academic words, the reader may not be able to understand the contexts within. There is no shortcut to build this reading habit and proficiency. You need to improve your exposure to English language through many 'English things' such as newspaper, novels, media, and internet in general. You also need to enrol in any English class or lesson you find, whether it is free or paid class, to improve your reading proficiency.

## CHAPTER IV. SPEAKING

### A. Definition

Speaking can be defined as ‘an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving’ (Torky, 2006, p. 34). To simply put, speaking is communicating and interacting what you mean and you have in mind to other people.

### B. Reasoning

Speaking is an important ability, specifically speaking in English. Speaking itself is a daily activity and a tool for human to socialize (Sudarmo, 2021). In English, speaking is one of the four language skills and will be assessed in standardized English test. Thus, this skill needs to be trained and practiced. Words need to be communicated not only in written form, but also in spoken form.

### C. Learning Tips

To provide simple explanation, the tips written in this module will be divided into three phases. Phase one, the tips before you begin speaking. Phase two, the tips during speaking. Phase three, the tips after speaking.

#### ***Phase One***

First of all, you need to be confident before speaking. This confidence affects the number of words you produce from your mouth. It can be understood that confident people speak more words than the one who is not (Sudarmo, 2021). Then, put some points in your mind that you want to talk or speak about. This means, at least you have structures of your spoken words in mind. Also do not forget to enrich your English vocabularies and to read more so your speech will be more meaningful.



### ***Phase Two***

In phase two, you start speaking. Try to develop your arguments and exchange information as much as you can with other people. It can be in form of oral presentation, conversation, or even discussion. You need to be brave saying words without worrying the mistakes within. However, you still need to improve your speech afterward. The [elements of improvement](#) in speaking such as pace, volume and articulation, and pausing. Also, another important element is utilization of grammatical structure in speaking.

### ***Phase Three***

In phase three, the only thing you need is practice and more practice. Try speaking more than usual, especially in English. You also need to evaluate your surroundings in English speaking practice. It takes friendly and supportive environment to practice speaking sustainably (Khan and Ali, 2010).

## **D. Academic Context**

In academic context, speaking skill is important because it is the medium or tool to express our ideas and opinion. The academic performance also can be judged by how is the communication and what are the points or arguments within. It is essential to speak well in order to achieve academic success.

## CHAPTER V. LISTENING

### A. Definition

There are many definitions of listening. Adopting from Kang et al. (2019), listening can be defined or constructed as follow:

<i>Authors</i>	<i>Definitions of Listening Construct</i>
Brown (1949, p. 140)	Get the lecture details, follow a sequence of details in the form of formal directions, keep a series of details in mind until questioned, get the central ideas, draw inferences, distinguish relevant from irrelevant materials, use contextual clues to word meanings, and use transitional elements.
Buck (2001, p. 2)	The process of how nonlinguistic knowledge is applied to the incoming sound: top-down and bottom-up.
Dozer (1997, p. 2)	The process of determining a reason for listening, taking the raw speech and deposits an image of it in short-term memory, organizing the information, predicting information, recalling background information, assigning a meaning to the message, checking that the message has been understood, determining the information to be held in long-term memory, and deleting the original form of the message in short-term memory.
Lund (1990, p. 109)	The process of six listening functions: identification, orientation, main idea comprehension, detail comprehension, full comprehension, and replication.
Lundsteen (1971, p. 9)	The process by which spoken language is converted to meaning in the mind.
Nichols (1947, pp. 83–84)	The attachment of meaning to aural symbols.
Rubin (1995, p. 7)	An active process in which listeners select and interpret information which comes from auditory and visual cues in order to define what is going on and what the speakers are trying to express.
Weir (1993, pp. 51–58)	Direct meaning comprehension; inferred meaning comprehension; contributory meaning comprehension; note taking.
Wolvin (2009, pp. 1–3)	A sequence of behaviors that are generally accepted to characterize the decoding process: receiving, attending, perceiving, interpreting, and responding.
Wolvin and Coakley (1993, pp. 15–22)	Distinguish the auditory and/or visual stimuli; an understanding of the message; provide the speaker the opportunity to talk through a problem; evaluate what is communicated.

Thus, from the table, it can be understood that there are purposes in listening. Having a good listening skill means achieving all purposes mentioned in the table.

### B. Reasoning

All of the reasons about why you need to improve listening skill are clear in the table above. The purposes of listening are the reasons why listening skill is necessary. All of test and assessment regarding listening are also made and based on the definitions in the table (Kang et al., 2019). Words need to be understood not only in written form, but also in spoken form (Scarcella, 2003).

### **C. Learning Tips**

To provide simple explanation, the tips written in this module will be divided into three phases. Phase one, the tips before you begin listening. Phase two, the tips during listening. Phase three, the tips after listening.

#### ***Phase One***

Firstly, you need to understand your purposes in listening. Understand that there are three common areas involving listening:

- a) Lecture, seminar, talks, and presentation.
- b) Interpersonal interactions, such as conversations and discussion.
- c) Listening test.

Different area provides you different words and sentences to listen. You need to prepare yourself being active listener.

#### ***Phase Two***

Being active listener means that you:

- a) Pay full attention to the speaker and concentrate your mind.
- b) Focus on the speaker's content.
- c) Pay attention to non-verbal clues which can help you understand the content and context.
- d) Ask a question if you have chance.

These are common tips for being active listener.

#### ***Phase Three***

In phase three, you need to continue building listening behaviour and evaluating your level of listening skill. Think about what you miss from important points and word or sentences spoken by the speaker. Pause, take a note, and start listening again.

#### **D. Academic Context**

Listening in academic context is not an easy thing to do, since it consists of uncommon words and information provided in daily conversation (Marx et al., 2017). This listening even becomes more complex if English is not student's first language. Foreign student faces more difficulties in learning and practicing this listening skill (Li and Hasegawa, 2014). In terms of listening to lecture, students need to ask more often regarding the English text or slides presented by the lecturer. It is possible to ask the lecturers to present their lecture with simpler words and visual aids (Flowerdew and Miller, 1997). In terms of practicing listening for a test, such as for IELTS and TOEFL, the smallest practice or step that student can do is by listening to digital media or YouTube. Both digital media and YouTube can provide varied accent of English and strategies which may suit your listening practice strategies.

## CHAPTER VI. EVALUATION

To conclude, this module attempts to encourage students and provide a key for them to learn and improve their English ability. However, the things written in this module do not represent the full guidance of learning English provided in the internet. Here are some links you can access to learn Academic English. Make sure you read carefully all tips provided and apply those tips in your academic journey.

- Academic Phrasebank: <https://www.phrasebank.manchester.ac.uk/>
- Purdue Online Writing Lab (OWL): [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- Harvard College Writing Center: <https://writingcenter.fas.harvard.edu/>
- The University of Oxford Language Centre: <https://www.lang.ox.ac.uk/>
- MIT OpenCourseWare: <https://ocw.mit.edu/index.htm>
- The University of California, Berkeley: <https://writing.berkeley.edu/>
- The University of Cambridge Language Centre: <https://www.langcen.cam.ac.uk/>

**Thank you for reading and happy learning! Have a nice day and good luck!**

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