

ENG405

ENGLISH FOR SPECIFIC PURPOSES



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Course code: ENG 405
Course title: English for Specific Purposes
Course credit load: 2 Units

Series 1: English Tools for Specific Contexts

Series 2: Technical and Vocational English Applications

Series 3: Academic English for Research and Writing

Series 4: Creative and Project-Based English Practices

Series 5: English in Political and Campaign Communication

Proposed Outline for Series 1

Part .1 Foundations of English for Specific Contexts

- 1.1.1 Definition and scope of English for Specific Purposes
- 1.1.2 Importance of contextual adaptation in communication
- 1.1.3 Key distinctions between general English and specific-purpose English

Part .2 Language Tools for Professional and Social Settings

- 1.2.1 Vocabulary selection and register
- 1.2.2 Grammar and sentence structures for clarity
- 1.2.3 Pragmatic tools: tone, politeness, and audience awareness

Part .3 Strategies for Effective Contextual Communication

- 1.3.1 Analysing audience and purpose
- 1.3.2 Adjusting style and format to context
- 1.3.3 Common challenges and solutions in contextual English use

Part .4 Practical Applications and Exercises

- 1.4.1 Case studies of English in workplace communication
- 1.4.2 Role-play and simulation activities
- 1.4.3 Short project tasks for self-learning

Introduction

In everyday life, we often find ourselves adjusting the way we speak or write depending on who we are addressing and the situation we are in. The English language is not a one-size-fits-all tool,



but rather a flexible medium that can be shaped to suit different contexts. Whether in academic writing, workplace communication, or social interaction, the ability to select the right words, structures, and tone is essential. This Series sets the foundation for understanding how English can be adapted to meet specific needs, making it highly relevant to your journey in English for Specific Purposes.

The aim of this Series is to equip you with the knowledge and skills to identify, analyse, and apply appropriate English language tools across varied contexts. By the end of this Series, you should be able to confidently adjust your communication to suit professional, academic, and social situations.

We shall commence this Series by exploring the foundations of English for specific contexts, where we will define its scope and highlight its importance. Next, we will examine the language tools that support effective communication in professional and social settings, focusing on vocabulary, grammar, and pragmatic choices. Following that, we will move on to strategies for contextual communication, where you will learn how to analyse audience and purpose, and adapt style accordingly. Finally, we will wrap up with practical applications and exercises, including case studies and short projects that allow you to practise and consolidate your learning.

Series Learning Outcomes

Upon completing this Series, you should be able to:

SLO 1.1 define the scope and characteristics of English for specific contexts,

SLO 1.2 explain the importance of adapting English language use to different communicative situations,

SLO 1.3 demonstrate effective use of vocabulary and register in professional and social settings,

SLO 1.4 apply appropriate grammar and sentence structures to achieve clarity in communication,

SLO 1.5 analyse pragmatic tools including tone, politeness, and audience awareness in contextual communication, and

SLO 1.6 apply contextual communication strategies through practical exercises and short project tasks.

1.1 Foundations of English for Specific Contexts

1.1.1 Definition and scope of English for Specific Purposes

English for Specific Purposes (ESP) is the branch of English language teaching that focuses on meeting the needs of learners in particular contexts such as academic study, vocational training, or professional communication. Unlike general English, which prepares learners for everyday



interaction, ESP is designed with a clear and practical goal in mind. It equips learners with the language tools required to function effectively in specialised environments.

Fill in the blank: English for Specific Purposes is designed to meet the needs of learners in _____ contexts.



Figure 1.1 Distinction between General English and ESP

1.1.2 Importance of contextual adaptation in communication

Contextual adaptation refers to the ability to adjust language use according to the situation, audience, and purpose. For example, the vocabulary and tone used in a scientific report differ from those used in a casual conversation with friends. Effective communication depends not only on correct grammar and vocabulary but also on how appropriately these are applied in different contexts.

Fill in the blank: Effective communication depends on grammar, vocabulary, and _____ to the situation.



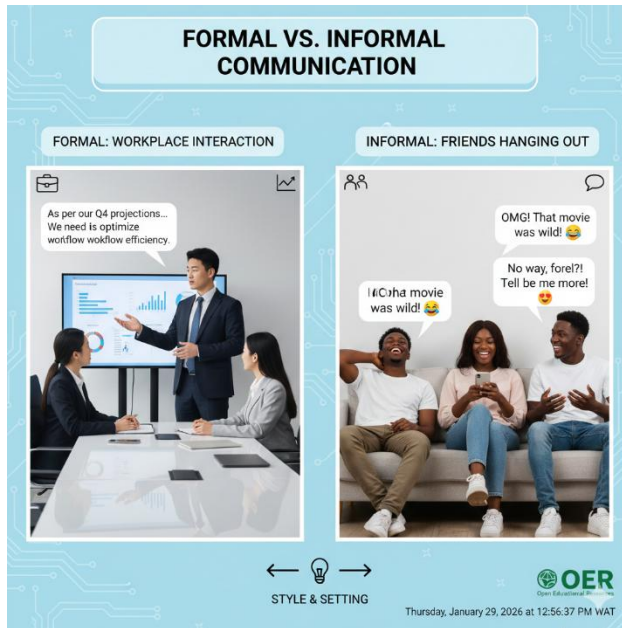


Plate 1.1 Examples of contextual adaptation in communication

1.1.3 Key distinctions between general English and specific-purpose English

General English refers to the broad use of the language for everyday communication, while **specific-purpose English** is targeted and specialised. Academic English, for instance, requires precision, structured argument, and formal vocabulary. Vocational English, on the other hand, emphasises instructions, technical terms, and clarity. Recognising these distinctions helps learners select the right tools for the right context.

Fill in the blank: Academic English requires precision and formal vocabulary, while vocational English emphasises _____ and technical terms.



GENERAL ENGLISH VS. ENGLISH FOR SPECIFIC PURPOSES (ESP)

A COMPARISON OF PURPOSE, VOCABULARY & STYLE

FEATURE	GENERAL ENGLISH	ENGLISH FOR SPECIFIC PURPOSES (ESP)
Purpose	Everyday communication; social interaction; travel.	Specific professional/academic tasks; work or study.
Vocabulary & Grammar	Broad vocabulary; focus high-frequency words; wide range of grammatical structures.	Technical terminology; specialized jargon; focus on accuracy & precision.
Communicative Style	Emphasis in fluency, idiomatic language & conversational strategies; flexible.	Emphasis on task completion; formal language; formal, precise language; genre-specific (e., reports, presentations).

CONTEXT & OBJECTIVE: Tailoring Language to Meet Specific Needs

Thursday, January 29, 2026 at 12:59:00 PM WAT



Table 1.1 Comparison of general English and specific-purpose English

Pilot questions 1.1

Define English for Specific Purposes in your own words.

Identify one key reason why contextual adaptation is important in communication.

Distinguish between general English and specific-purpose English with one example each.

Fill in the blank: ESP is designed to meet the needs of learners in _____ contexts.

Fill in the blank: Academic English requires precision and formal vocabulary, while vocational English emphasises _____ and technical terms.

1.2 Language Tools for Professional and Social Settings

1.2.1 Vocabulary selection and register

Vocabulary refers to the collection of words available for communication, while **register** is the level of formality or informality chosen depending on the situation. In professional contexts, vocabulary often includes technical terms and formal expressions, whereas in social settings, everyday words and informal phrases are more common. Choosing the right vocabulary and register ensures clarity and appropriateness.

Fill in the blank: In professional contexts, vocabulary often includes _____ terms and formal expressions.



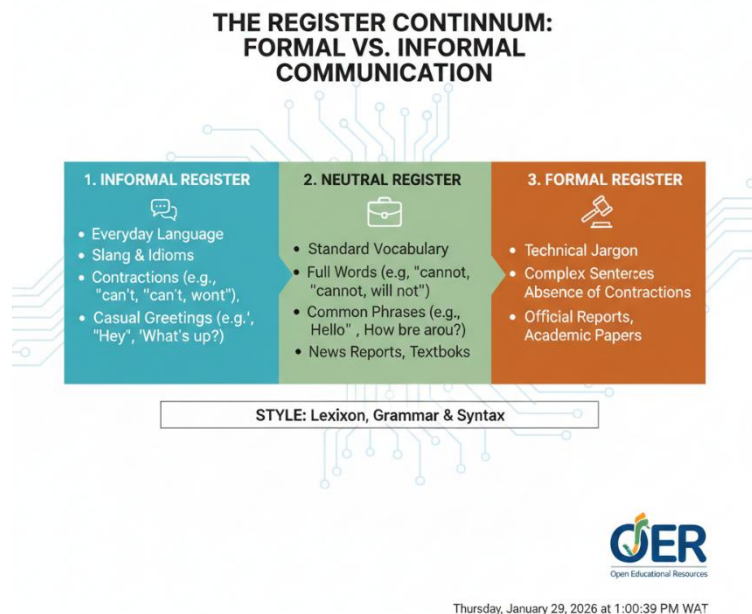


Figure 1.2 Continuum of registers in English communication

1.2.2 Grammar and sentence structures for clarity

Grammar is the system of rules that governs how words are combined to form sentences. In professional communication, grammar must be precise to avoid ambiguity. **Sentence structures** are the ways clauses and phrases are arranged, which can affect clarity and emphasis. For example, short and direct sentences are often preferred in workplace instructions, while complex sentences may be suitable in academic writing.

Fill in the blank: Short and direct sentences are often preferred in _____ instructions.



SENTENCE STRUCTURES: PROFESSIONAL VS. SOCIAL

A COMPARISON OF SYNTAX & CLARITY

FEATURE	PROFESSIONAL/ACADEMIC CONTEXT	SOCIAL/CONVERSATIONAL CONTEXT
Purpose	Everyday communication; social interaction, travel.	Connection, informal exchange, exchange.
Structure & Length	Clarity, efficiency, conveying conveying complex information; logical precisely.	Longer, fluid, often fragmented, relies a context, & tone, tone, and shared understanding
Examples	• The data indicates, a 10% increase in Q4, contending; log in next. To mitigate risk, revise reports (presentations).	• 'So, no, like, I was at the coffee shop, right? And this And this guy just... • Yeah, no, totally get that. It's just yknow?

CONTEXT & OBJECTIVE: Tailoring Language to Meet Specific Needs

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Table 1.2 Examples of sentence structures in professional and social contexts

1.2.3 Pragmatic tools: tone, politeness, and audience awareness

Pragmatics is the study of how language is used in context, focusing on meaning beyond literal words. Key pragmatic tools include **tone** (the emotional quality of language), **politeness** (strategies to show respect and consideration), and **audience awareness** (adjusting language to suit the listener or reader). For example, a polite request in a workplace might use modal verbs such as “could” or “would,” while a casual request among friends may simply use “can.”

Fill in the blank: A polite request in a workplace might use modal verbs such as _____ or “would.”





Plate 1.2 Pragmatic differences in workplace and social communication

Pilot questions 1.2

Define vocabulary and register, and explain their importance in communication.

Identify one key difference between sentence structures used in professional and social contexts.

Fill in the blank: Short and direct sentences are often preferred in _____ instructions.

Explain what pragmatics focuses on in language use.

Fill in the blank: A polite request in a workplace might use modal verbs such as _____ or “would.”

1.3 Strategies for Effective Contextual Communication

1.3.1 Analysing audience and purpose

Audience analysis is the process of identifying who you are communicating with, while **purpose analysis** involves clarifying why you are communicating. Together, these determine the choice of vocabulary, tone, and structure. For example, a message intended for a group of professionals will differ significantly from one directed at secondary school students. Analysing audience and purpose ensures that communication is both relevant and effective.

Fill in the blank: A message intended for professionals will differ significantly from one directed at _____ students.



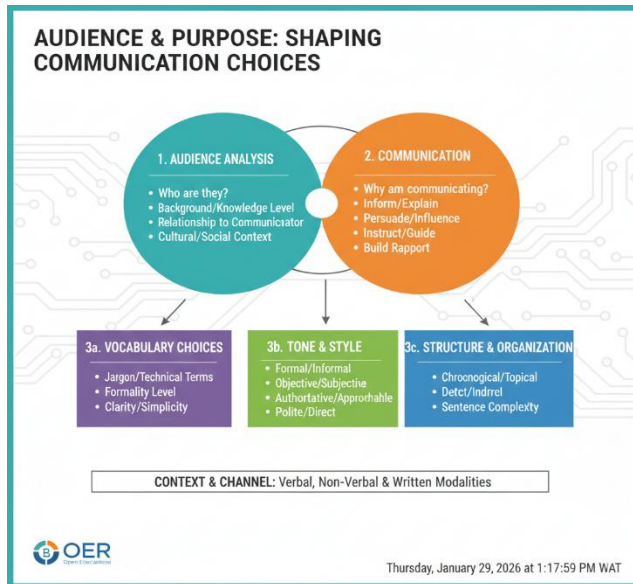


Figure 1.3 Relationship between audience, purpose, and communication choices

1.3.2 Adjusting style and format to context

Style refers to the manner of expression in communication, while **format** refers to the structural arrangement of the message. Adjusting style and format means tailoring both to suit the context. For instance, a formal report requires structured headings, precise language, and logical flow, while a social media post may use informal language, emojis, and a conversational tone. The ability to adjust style and format ensures that communication is appropriate and effective in diverse situations.

Fill in the blank: A formal report requires structured headings and precise language, while a social media post may use _____ language and emojis.



STYLE & FORMAT: PROFESSIONAL REPORTS VS. SOCIAL MEDIA POSTS		
A COMPARISON OF AUDIENCE, STRUCTURE & PURPOSE		
FEATURE	PROFESSIONAL REPORTS	SOCIAL MEDIA POSTS
	Specific stakeholders, colleges, clients; formal/business context	Broad, public, friends, followers; informal/casual context
Structure & Length	Formal, structured (e.g. abstract, intro, intro, body, conclusion); lengthy, detailed, detailed paragraphs, data-driven	Informal, short-form, often unstructured: concise sentences, bullet points, hashtags, emojis
Tone & Language	Objective, neutral, formal, technical jargon, full sentences, no contractions	Subjective, casual, expressive, engaging: slang, idioms, idioms, abbreviations, emojis
CONTEXT & CHANNEL: Adapting Message for Medium & Recipient		

OER
Open Educational Resources
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Table 1.3 Comparison of style and format in different contexts

1.3.3 Common challenges and solutions in contextual English use

Learners often face challenges such as inappropriate vocabulary, unclear sentence structures, or failure to consider audience expectations. These issues can lead to miscommunication. **Solutions** include practising audience analysis, revising drafts for clarity, and seeking feedback from peers or mentors. By applying these strategies, learners can overcome barriers and improve their contextual communication skills.

Fill in the blank: One solution to unclear sentence structures is revising drafts for _____.

Challenges and Solutions in Contextual Communication

Challenge: Inappropriate Formality (Register Mismatch)

The Issue: Using overly casual language (slang, contractions) in a formal setting, or appearing stiff and robotic in a casual social environment.

- ☒ **The Solution:** Perform an **Audience Analysis**. Before speaking or writing, identify the power dynamic. If you are unsure, "aim high" with formality and mirror the recipient's tone once they respond.

Challenge: Unclear or Rigid Structures

The Issue: Providing a "wall of text" in an email when a bulleted list is needed, or using overly complex, academic syntax in a quick Slack or WhatsApp message.



- ☑ **The Solution:** Match the **Structure to the Medium**. Use "Front-Loading" (putting the main point first) for professional requests and save narrative, "fluid" structures for social storytelling.

⚠ *Challenge: Jargon Overload (The Curse of Knowledge)*

The Issue: Using technical acronyms or "insider" language with an audience that does not share your professional background.

- ☑ **The Solution:** Apply the **Layperson Test**. If you are explaining a technical concept to a non-expert, use analogies and define any essential technical terms immediately.

⚠ *Challenge: Tone Deafness in Digital Channels*

The Issue: Lacking non-verbal cues (facial expressions, tone of voice) in text-based communication, leading to "neutral" statements being perceived as "aggressive."

- ☑ **The Solution:** Use **Explicit Signposting**. In professional emails, use courtesy markers ("I appreciate your help with..."). In casual digital contexts, judiciously use emojis to clarify intent and warmth.

⚠ *Challenge: Misreading Cultural Pragmatics*

The Issue: Misinterpreting directness as rudeness, or indirectness as a lack of transparency, based on cultural background.

- ☑ **The Solution:** Practice **Active Observation**. Note how others in that specific environment handle disagreement or requests, and adapt your style to the local "communicative norm."

Box 1.3 Common challenges and solutions in contextual communication

Pilot questions 1.3

What is the difference between audience analysis and purpose analysis?

Fill in the blank: A message intended for professionals will differ significantly from one directed at _____ students.

Explain how style and format can be adjusted to suit different contexts.

Fill in the blank: A formal report requires structured headings and precise language, while a social media post may use _____ language and emojis.

Identify one common challenge in contextual English use and suggest a solution.

1.4 Practical Applications and Exercises

1.4.1 Case studies of English in workplace communication

Case studies are detailed examinations of real or simulated situations that illustrate how English is used in specific contexts. In workplace communication, case studies may involve scenarios such



as writing professional emails, preparing reports, or conducting meetings. By studying these examples, learners can observe how vocabulary, grammar, and tone are adapted to suit professional standards.

Fill in the blank: A case study is a detailed examination of a real or _____ situation that illustrates language use.

Case Study: Navigating the Manager-Staff Feedback Loop

The Scenario

Participants: Sarah (Project Manager) and David (Junior Analyst). **The Goal:** Sarah needs David to revise a data report that contains several formatting errors before a client meeting tomorrow morning.

The Initial Exchange (Formal & Direct)

Subject: Action Required: Revisions for Q4 Market Analysis Report

Dear David,

I have finished reviewing the draft of the Q4 Market Analysis. While the data insights are excellent, there are several inconsistencies in the formatting of the charts on pages 4 and 7. Additionally, the executive summary needs to be condensed into three bullet points for the client's benefit.

Please revise these sections and send the updated version to me by 9:00 AM tomorrow. If you have any questions regarding the specific formatting requirements, let me know.

Best regards, Sarah

The Response (Professional & Accountable)

Subject: RE: Action Required: Revisions for Q4 Market Analysis Report

Hi Sarah,

Thank you for the feedback. I've noted the issues with the charts and the summary. I will prioritize these revisions immediately and ensure the updated report is in your inbox before the 9:00 AM deadline.

Regarding the charts: would you prefer the standardized corporate color palette, or should I stick to the high-contrast version used in the draft?

Best, David

The Analysis

Clarity of Purpose: Sarah uses a clear, action-oriented subject line.

Professional Hedging: David uses "Thank you for the feedback" to acknowledge the critique without becoming defensive, maintaining a positive "face."

Efficiency: Both parties avoid slang and unnecessary fillers, focusing on the "Task-Based" nature of **English for Specific Purposes (ESP)**.



Box 1.4 Case study example: Writing a professional email

1.4.2 Role-play and simulation activities

Role-play is an activity where learners act out specific roles in a given scenario, while **simulation** involves recreating real-life situations for practice. These activities help learners practise contextual communication in a safe environment. For example, learners may role-play a job interview or simulate a classroom presentation. Such exercises encourage confidence and adaptability.

Fill in the blank: Role-play is an activity where learners act out specific _____ in a given scenario.



Plate 1.4 Role-play activity in a classroom setting

1.4.3 Short project tasks for self-learning

Project tasks are structured assignments designed to help learners apply knowledge independently. In the context of English for specific purposes, short projects may include writing an academic essay, preparing a campaign speech, or drafting a vocational instruction manual. These tasks encourage learners to integrate vocabulary, grammar, and pragmatic tools into practical outputs.

Fill in the blank: Short project tasks encourage learners to integrate vocabulary, grammar, and _____ tools into practical outputs.

Project Type	Task Description	Primary Learning Objectives
Technical Manual	Create a 2-page "Quick Start Guide" for a piece of equipment or software.	Master the imperative mood ; practice clarity, conciseness, and logical sequencing.



Project Type	Task Description	Primary Learning Objectives
Elevator Pitch	Prepare and deliver a 60-second verbal summary of a business idea or research project.	Develop fluency under pressure ; practice high-impact vocabulary and persuasive tone.
Problem-Solution Essay	Write a formal proposal addressing a specific workplace or community issue.	Practice argumentative structures ; use formal connectors (e.g., "consequently," "furthermore").
Mock Press Release	Draft an official announcement for a product launch or a corporate milestone.	Learn objective reporting style; master the "Inverted Pyramid" structure of information.
Formal Speech	Deliver a 5-minute keynote address for a simulated professional conference.	Enhance rhetorical skills ; master the use of signposting language for oral transitions.
Feasibility Report	Compare two different technical solutions and recommend one based on data.	Develop comparative language ; practice summarizing complex data into actionable insights.

Table 1.4 Examples of short project tasks in ESP learning

Pilot questions 1.4

Define what a case study is and explain its relevance to workplace communication.

Fill in the blank: A case study is a detailed examination of a real or _____ situation that illustrates language use.

Explain the difference between role-play and simulation activities.

Fill in the blank: Role-play is an activity where learners act out specific _____ in a given scenario.

Identify one example of a short project task in ESP learning and state its objective.

Series Summary

This Series has introduced you to the foundations of English for specific contexts, highlighting its importance in professional, academic, and social communication. The purpose has been to show how English can be adapted to suit different audiences and purposes, making it a practical tool for effective interaction.

We began by examining the scope and characteristics of English for Specific Purposes, then moved on to explore vocabulary, grammar, and pragmatic tools that shape communication in professional and social settings. Following that, we considered strategies for contextual communication, focusing on audience analysis, style, and common challenges. Finally, we applied these ideas



through case studies, role-play, and short project tasks. By completing this Series, you should now be able to define the scope of contextual English, explain its relevance, demonstrate appropriate vocabulary and grammar, analyse pragmatic tools, and apply communication strategies in practical exercises, as outlined in the Series Learning Outcomes (SLOs).

Glossary of Terms

Audience analysis: The process of identifying who you are communicating with, in order to choose suitable language, tone, and style.

Case study: A detailed examination of a real or simulated situation that illustrates how English is used in specific contexts.

Contextual adaptation: Adjusting language use to suit the situation, audience, and purpose, ensuring communication is appropriate and effective.

English for Specific Purposes (ESP): A branch of English language teaching focused on meeting the needs of learners in particular contexts such as academic, vocational, or professional communication.

Format: The structural arrangement of a message, such as headings, layout, or organisation, which helps convey meaning clearly.

Grammar: The system of rules that governs how words are combined to form sentences.

Pragmatics: The study of how language is used in context, focusing on meaning beyond literal words, including tone, politeness, and audience awareness.

Project tasks: Structured assignments designed to help learners apply knowledge independently, such as writing essays, speeches, or manuals.

Register: The level of formality or informality chosen in communication, depending on the situation.

Role-play: An activity where learners act out specific roles in a given scenario to practise communication skills.

Sentence structures: The way clauses and phrases are arranged in a sentence, which affects clarity and emphasis.

Style: The manner of expression in communication, including choice of words and tone, tailored to suit the context.

Vocabulary: The collection of words available for communication, which can be chosen to match professional, academic, or social contexts.

Workplace communication: The use of English in professional settings, including emails, reports, meetings, and other forms of interaction.

Concept Check Questions [Series 1]

Objective Questions

English for Specific Purposes is designed to meet the needs of learners in _____ contexts.
(Linked to SLO 1.1)

Short and direct sentences are often preferred in _____ instructions. (Linked to SLO 1.4)



A polite request in a workplace might use modal verbs such as _____ or “would.” (*Linked to SLO 1.5*)

Short-Answer Questions

Define contextual adaptation and explain why it is important in communication. (*Linked to SLO 1.2*)

Identify one key difference between general English and specific-purpose English. (*Linked to SLO 1.1*)

Give one example of a role-play activity that can help learners practise contextual communication. (*Linked to SLO 1.6*)

Long-Answer Questions

Analyse how vocabulary and register differ between professional and social settings, providing examples to illustrate your answer. (*Linked to SLO 1.3*)

Evaluate common challenges learners face in contextual English use and propose practical solutions. (*Linked to SLO 1.5*)

Design a short project task that demonstrates the application of contextual communication strategies in either an academic or workplace setting. (*Linked to SLO 1.6*)

Answers to Concept Check Questions [Series 1]

Objective Questions

Specific
Workplace
Could

Short-Answer Questions

Contextual adaptation is the adjustment of language use to suit the situation, audience, and purpose. It is important because it ensures communication is appropriate and effective.

General English is broad and used for everyday communication, while specific-purpose English is targeted and specialised, such as academic or vocational English.

An example is a mock job interview role-play, where learners practise professional vocabulary, tone, and politeness.

Long-Answer Questions



Basic response: Vocabulary in professional settings often includes technical terms and formal expressions, while social settings use everyday words and informal phrases. Register in professional contexts is formal, whereas in social contexts it is informal.

Value-added response: Beyond vocabulary and register, professional communication also requires precision and clarity, often avoiding slang or contractions, while social communication may rely on shared cultural references, humour, or idiomatic expressions to build rapport.

Basic response: Common challenges include inappropriate vocabulary, unclear sentence structures, and failure to consider audience expectations. Solutions involve practising audience analysis, revising drafts, and seeking feedback.

Value-added response: Outstanding learners may also suggest integrating digital tools such as grammar checkers, studying authentic materials from specific contexts, or engaging in peer review exercises to refine contextual communication skills.

Basic response: A short project task could be writing an academic essay that requires formal vocabulary, structured argument, and clear grammar.

Value-added response: Alternatively, learners could design a workplace training manual, incorporating technical vocabulary, concise instructions, and pragmatic tools such as polite directives, thereby demonstrating mastery of contextual communication strategies in a professional environment.

Answers to Pilot Questions [Series 1]

Part 1.1 Foundations of English for Specific Contexts

English for Specific Purposes is the teaching and learning of English tailored to meet the needs of learners in particular professional, academic, or social contexts.

Contextual adaptation is important because it ensures that language use is appropriate to the situation, audience, and purpose, thereby making communication effective.

General English is broad and used for everyday communication, while specific-purpose English is targeted and specialised, such as academic English for essays or vocational English for instructions.

Specific
Clarity

Part 1.2 Language Tools for Professional and Social Settings

Vocabulary is the collection of words used in communication, while register is the level of formality or informality chosen depending on the situation. Both are important because they ensure clarity and appropriateness.

Professional contexts often use short, direct sentences for clarity, while social contexts may use longer, conversational structures.

Workplace

Pragmatics focuses on how language is used in context, including meaning beyond literal words.

Could

Part 1.3 Strategies for Effective Contextual Communication



Audience analysis identifies who you are communicating with, while purpose analysis clarifies why you are communicating.

Secondary

Style and format can be adjusted by tailoring expression and structure to suit the context, such as using formal language and headings in reports versus informal language and emojis in social media posts.

Informal

One common challenge is unclear sentence structures, and a solution is revising drafts for clarity.

Part 1.4 Practical Applications and Exercises

A case study is a detailed examination of a real or simulated situation that illustrates language use in specific contexts. It is relevant to workplace communication because it shows how English is applied in professional scenarios.

Simulated

Role-play involves learners acting out specific roles, while simulation recreates real-life situations for practice.

Roles

An example of a short project task is writing an academic essay, with the objective of practising formal vocabulary, structured argument, and clear grammar.

References and Attributions [Series 1]

General References

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge University Press.

Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Routledge.

Illustrations

Figure 1.1 Distinction between General English and ESP

Attribution: Suggested as AI-generated. Prompt: “Generate a diagram comparing General English and English for Specific Purposes, showing overlap and differences.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “ESP vs General English diagram OER.”

Plate 1.1 Examples of contextual adaptation in communication

Attribution: Suggested as AI-generated. Prompt: “Create an image showing two conversations: one formal in a workplace, one informal among friends.” Platform: Microsoft Copilot graphic generation.



Alternative OER source: “formal vs informal communication OER image.”

Table 1.1 Comparison of general English and specific-purpose English

Attribution: Suggested as AI-generated. Prompt: “Generate a table comparing general English and specific-purpose English across purpose, vocabulary, and style.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “general English vs ESP comparison table OER.”

Figure 1.2 Continuum of registers in English communication

Attribution: Suggested as AI-generated. Prompt: “Create a diagram showing informal, neutral, and formal registers with examples of vocabulary.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “register continuum diagram OER English communication.”

Table 1.2 Examples of sentence structures in professional and social contexts

Attribution: Suggested as AI-generated. Prompt: “Generate a table comparing sentence structures in professional and social contexts with examples.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “sentence structure examples professional vs social OER.”

Plate 1.2 Pragmatic differences in workplace and social communication

Attribution: Suggested as AI-generated. Prompt: “Create an image showing two conversations: one formal workplace request using polite tone, one casual social request.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “workplace vs social communication pragmatics OER image.”

Figure 1.3 Relationship between audience, purpose, and communication choices

Attribution: Suggested as AI-generated. Prompt: “Create a diagram showing how audience and purpose influence vocabulary, tone, and structure.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “audience analysis communication diagram OER.”

Table 1.3 Comparison of style and format in different contexts

Attribution: Suggested as AI-generated. Prompt: “Generate a table comparing style and format in professional reports and social media posts.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “style vs format communication comparison table OER.”

Box 1.3 Common challenges and solutions in contextual communication

Attribution: Suggested as AI-generated. Prompt: “Create a text box listing challenges in contextual communication and practical solutions.” Platform: Microsoft Copilot graphic generation.



Alternative OER source: “contextual communication challenges and solutions OER.”

Box 1.4 Case study example: Writing a professional email

Attribution: Suggested as AI-generated. Prompt: “Create a text box showing a case study of workplace email communication with professional tone.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “workplace communication case study OER.”

Plate 1.4 Role-play activity in a classroom setting

Attribution: Suggested as AI-generated. Prompt: “Create an image showing students role-playing a job interview in a classroom.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “role-play activity classroom OER image.”

Table 1.4 Examples of short project tasks in ESP learning

Attribution: Suggested as AI-generated. Prompt: “Generate a table listing short project tasks in ESP learning with objectives.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “ESP short project tasks examples OER.”

Course code: ENG 405

Course title: English for Specific Purposes

Course credit load: 2 Units

Series 1: English Tools for Specific Contexts

Series 2: Technical and Vocational English Applications

Series 3: Academic English for Research and Writing

Series 4: Creative and Project-Based English Practices

Series 5: English in Political and Campaign Communication

Proposed Outline for Series 2

Part .1 Foundations of Technical and Vocational English

2.1.1 Definition and scope of technical and vocational English

2.1.2 Importance of English in workplace and vocational training contexts

2.1.3 Key distinctions between technical English and general English

Part .2 Language Tools for Technical Communication



- 2.2.1 Vocabulary and terminology in technical fields
- 2.2.2 Grammar and sentence structures for instructions and manuals
- 2.2.3 Pragmatic tools: clarity, precision, and safety language

Part .3 Strategies for Vocational English Applications

- 2.3.1 Analysing workplace communication needs
- 2.3.2 Adjusting style and format for technical reports and instructions
- 2.3.3 Common challenges and solutions in vocational English use

Part .4 Practical Exercises and Project-Based Applications

- 2.4.1 Case studies of vocational communication (e.g., safety notices, manuals)
- 2.4.2 Role-play and simulation activities (e.g., workplace dialogues, customer service)
- 2.4.3 Short project tasks (e.g., drafting a technical report or vocational instruction manual)

Introduction

In many workplaces and vocational training environments, English is the key tool for sharing instructions, writing reports, and ensuring safety. Whether you are drafting a manual, preparing a technical report, or communicating with colleagues on site, the ability to use English accurately and appropriately is essential. This Series will help you see how English functions as a practical instrument in technical and vocational contexts, making it directly relevant to your future professional needs.

The aim of this Series is to equip you with the skills to apply English effectively in technical and vocational communication. You will learn how to use specialised vocabulary, precise grammar, and clear structures to produce professional outputs such as reports, manuals, and workplace dialogues.

We shall commence this Series by examining the foundations of technical and vocational English, including its scope and importance. Next, we will explore language tools for technical communication, focusing on vocabulary, grammar, and pragmatic features. Following that, we will consider strategies for vocational English applications, such as analysing workplace needs and adjusting style and format. Finally, we will wrap up with practical exercises and project-based applications, where you will engage with case studies, role-play, and short project tasks to consolidate your learning.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- SLO 2.1 **define** technical and vocational English and distinguish it from general English,
- SLO 2.2 **explain** the importance of English in workplace and vocational contexts,
- SLO 2.3 **identify** specialised vocabulary and terminology used in technical communication,



SLO 2.4 **demonstrate** how to construct clear and precise sentences for technical purposes,
 SLO 2.5 **apply** instructional language effectively in manuals, guidelines, and procedures,
 SLO 2.6 **analyse** workplace communication formats such as emails, reports, and notices,
 SLO 2.7 **design** oral communication outputs suitable for vocational settings such as meetings and presentations, and
 SLO 2.8 **produce** practical outputs through case studies, role-play, and short project tasks that simulate real vocational scenarios.

2.1 Foundations of Technical and Vocational English

2.1.1 Definition and scope of technical and vocational English

Technical English refers to the specialised language used in professional fields such as engineering, medicine, or information technology. It is characterised by precision, clarity, and the use of subject-specific terminology. **Vocational English** is the language applied in practical training and workplace contexts, focusing on instructions, customer interactions, and safety communication. Together, they form a branch of English for Specific Purposes that equips learners to function effectively in technical and vocational environments.

Fill in the blank: Technical English is characterised by precision, clarity, and the use of _____ terminology.

Category	Primary Focus	Example Audience
Technical English	High-level theory, complex systems, documentation, and academic principles.	Engineers, IT Developers, Medical Researchers.
Vocational English	Practical, hands-on application, workplace safety, and task-oriented communication.	Mechanics, Electricians, Culinary Workers, Nursing Assistants.
The Overlap (VEPT)	Vocational English for Professional Tasks. This is the "sweet spot" where theory meets daily labor.	Foremen, Lab Technicians, Site Supervisors.

Figure 2.1 Relationship between technical English, vocational English, and ESP

2.1.2 Importance of English in workplace and vocational training contexts

English is often the medium of communication in multinational workplaces and vocational training programmes. It ensures that instructions are understood, safety procedures are followed, and collaboration is effective. For example, a technician reading a manual or a nurse following a medical protocol relies on clear English to avoid errors.

Fill in the blank: A nurse following a medical protocol relies on clear _____ to avoid errors.



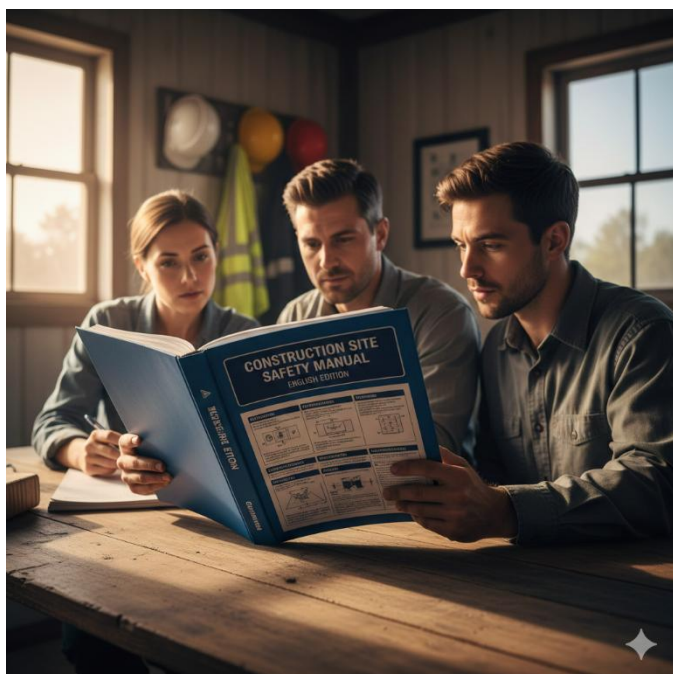


Plate 2.1 Importance of English in workplace safety communication

2.1.3 Key distinctions between technical English and general English

While **general English** is used for everyday communication, technical English is specialised and context-driven. It often includes abbreviations, acronyms, and precise terminology that may not be familiar to general users. For example, the word “resistance” in general English means opposition, but in electrical engineering it refers to a measurable property expressed in ohms.

Fill in the blank: In electrical engineering, the word “resistance” refers to a measurable property expressed in _____.

Feature	General English	Technical English
Primary Purpose	To entertain, persuade, or socialize; focuses on personal expression.	To inform, instruct, or describe; focuses on factual accuracy and utility.
Vocabulary	Uses high-frequency words, idioms, slang, and phrasal verbs. Synonyms are used for variety.	Uses domain-specific jargon and precise terminology. Terms have one fixed meaning to avoid ambiguity.
Tone & Style	Subjective, emotional, and often informal. Can be conversational.	Objective, neutral, and formal. Avoids personal bias or "flavor text."



Feature	General English	Technical English
Sentence Structure	Flexible; uses a variety of complex and simple sentences. Active voice is standard.	Often uses the passive voice to emphasize the process/object rather than the person. Uses imperatives for instructions.
Visual Elements	Rarely relies on non-textual aids unless for artistic purposes.	Heavily relies on diagrams, charts, and schematics to support the text.

Table 2.1 Comparison of general English and technical English

Pilot questions 2.1

Define technical English and vocational English.

Fill in the blank: Technical English is characterised by precision, clarity, and the use of _____ terminology.

Explain why English is important in workplace and vocational training contexts.

Fill in the blank: A nurse following a medical protocol relies on clear _____ to avoid errors.

Distinguish between general English and technical English with one example.

2.2 Language Tools for Technical Communication

2.2.1 Vocabulary and terminology in technical fields

Terminology refers to the specialised set of words used in a particular field. In technical communication, terminology ensures accuracy and prevents misunderstanding. For instance, in aviation, the term “altitude” has a precise meaning that cannot be replaced with everyday words like “height.”

Fill in the blank: In aviation, the term “altitude” has a precise meaning that cannot be replaced with everyday words like _____.

Medicine (Clinical/Anatomical)	Engineering (Structural/Mechanical)	Aviation (Aerodynamics/Ops)
Myocardial Infarction: The clinical term for a heart attack.	Tensile Strength: The maximum load that a material can support without fracture.	Angle of Attack (AOA): The angle between the oncoming air and a reference line on the wing.
Idiosyncratic: An unusual or individual reaction to a drug.	Tolerance: The permissible limit of variation in a physical dimension.	V1 Speed: The "takeoff decision speed"; the point



Medicine (Clinical/Anatomical)	Engineering (Structural/Mechanical)	Aviation (Aerodynamics/Ops)
		after which a takeoff cannot be aborted.
Hemostasis: The process to prevent and stop bleeding.	Cantilever: A rigid structural element that extends horizontally and is supported at only one end.	Squawk: A four-digit transponder code used for aircraft identification.
Ambulatory: Related to or adapted for walking; not confined to bed.	Torque: A measure of the force that can cause an object to rotate about an axis.	Pitot-Static System: A system of pressure-sensitive instruments used to determine airspeed and altitude.

Box 2.2 Examples of technical terminology across fields

2.2.2 Grammar and sentence structures for instructions and manuals

Instructional grammar refers to the use of imperative sentences and concise structures to give directions. Manuals often use short, direct sentences to avoid confusion. For example, “Press the red button to stop the machine” is clearer than “You should press the red button if you want the machine to stop.”

Fill in the blank: Manuals often use short, direct sentences to avoid _____.

Sentence Type	Grammatical Function	Purpose in Manuals	Example
Imperative	Starts with a verb; the subject "you" is implied.	To give direct instructions or commands.	"Insert the HDMI cable into the primary port."
Declarative	States a fact or describes a condition.	To provide background information or specifications.	"The LED indicator turns green when the battery is fully charged."
Conditional	Uses "if," "when," or "unless" to set a criteria.	To explain troubleshooting or variable outcomes.	"If the pressure exceeds 50 PSI, immediately open the relief valve."

Table 2.2 Examples of sentence structures in technical manuals



2.2.3 Pragmatic tools: clarity, precision, and safety language

Clarity means that the message is easy to understand, **precision** ensures that the meaning is exact, and **safety language** refers to words and phrases that emphasise caution and prevent accidents. For example, safety manuals often use words like “must,” “danger,” and “warning” to highlight risks.

Fill in the blank: Safety manuals often use words like “must,” “danger,” and _____ to highlight risks.



Plate 2.2 Use of safety language in workplace communication

Pilot questions 2.2

Define terminology and explain its role in technical communication.

Fill in the blank: In aviation, the term “altitude” has a precise meaning that cannot be replaced with everyday words like _____.

Explain why manuals use short, direct sentences.

Fill in the blank: Manuals often use short, direct sentences to avoid _____.

Identify one example of safety language used in workplace communication.

2.3 Strategies for Vocational English Applications

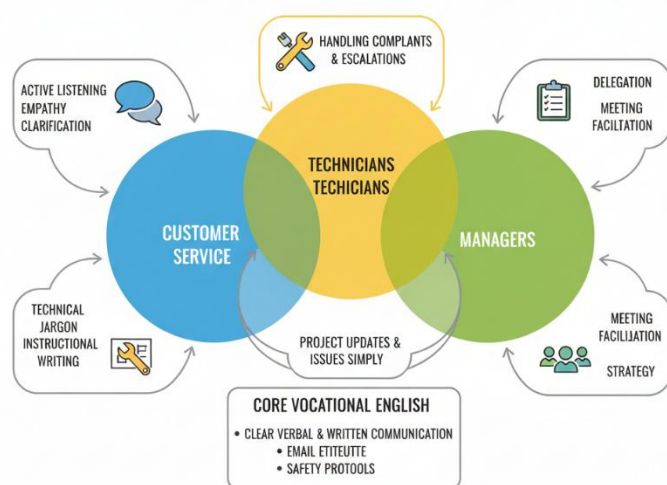
2.3.1 Analysing workplace communication needs

Workplace communication needs analysis involves identifying the specific language requirements of a job role. For example, a customer service representative needs polite expressions and listening skills, while a technician requires technical vocabulary and clear instructions.

Fill in the blank: A customer service representative needs polite expressions, while a technician requires _____ vocabulary.



VOCATIONAL COMMUNICATION NEEDS



QER

Figure 2.2 Communication needs in vocational roles

2.3.2 Adjusting style and format for technical reports and instructions

Style refers to the manner of expression, while **format** refers to the structure of the document. Technical reports require formal style and structured format, while instructions may use bullet points and imperative sentences.

Fill in the blank: Technical reports require formal style and structured format, while instructions may use _____ points.

Feature	Technical Reports	Instructions / Manuals
Primary Goal	Analysis, evaluation, and documentation of findings.	Guiding the user through a specific process or task.
Tone	Analytical and objective. Often uses the past tense to describe what happened.	Directive and encouraging. Uses the present tense and "command" mode.
Sentence Structure	Declarative: "The test results indicated a 15% decrease in structural integrity."	Imperative: "Check the structural joints for signs of wear before operation."



Feature	Technical Reports	Instructions / Manuals
Format	Narrative sections, executive summaries, and data appendices.	Numbered or bulleted lists, chronological steps, and warnings.
Visuals	Graphs, charts, and tables representing data trends.	Drawings, exploded-view diagrams, and safety icons.

Table 2.3 Style and format in technical reports versus instructions

2.3.3 Common challenges and solutions in vocational English use

Learners often struggle with unfamiliar terminology, unclear sentence structures, or inappropriate tone. Solutions include practising vocabulary lists, revising drafts, and role-playing workplace scenarios.

Fill in the blank: One solution to unclear sentence structures is revising_____.

Challenges and Solutions in Vocational English

1. The Terminology Gap

Challenge: Encountering "Tier 3" vocabulary—words that are highly specific to a niche (e.g., *centrifugal*, *hemostat*, *flange*) and not found in general dictionaries.

Solution: Develop **Visual Glossaries**. Instead of word-to-word translation, link the technical term directly to a photo or a physical object to build a mental map of the tool or process.

2. Structural Ambiguity

Challenge: Technical manuals often use complex conditional strings (e.g., "If X occurs, unless Y is active, do Z") that can be easily misinterpreted.

Solution: Use **Logic Flowcharts**. Convert complex written instructions into "Yes/No" decision trees to visualize the path of action.

3. Cultural Communication Styles

Challenge: Different cultures have varying levels of "directness." In some vocational settings, a soft suggestion might be ignored, while a harsh command might be offensive.

Solution: Standardize **Functional Language Sets**. Train specifically in the "Imperative Mood" for safety and the "Softened Request" for collaborative teamwork to ensure the tone matches the urgency.

4. Information Overload

Challenge: Dense blocks of text in reports or safety briefings can lead to "skimming," causing the reader to miss critical safety warnings.



Solution: Apply the **Bite-Sized Rule**. Format all vocational English into bulleted lists with ample white space, ensuring no more than one "Action Verb" per step.

Box 2.3 Common challenges and solutions in vocational English

Pilot questions 2.3

Explain what workplace communication needs analysis involves.

Fill in the blank: A customer service representative needs polite expressions, while a technician requires _____ vocabulary.

Distinguish between style and format in technical communication.

Fill in the blank: Technical reports require formal style and structured format, while instructions may use _____ points.

Identify one common challenge in vocational English use and suggest a solution.

2.4 Practical Exercises and Project-Based Applications

2.4.1 Case studies of vocational communication

Case studies are detailed examples of real or simulated workplace communication. They allow learners to observe how English is applied in practice, whether in safety notices, manuals, or customer interactions. By examining case studies, you can identify effective language use and common pitfalls, which helps you prepare for similar situations in your own vocational field.

Fill in the blank: Case studies are detailed examples of real or _____ workplace communication.

Case Study: The "High-Voltage" Safety Notice

The Scenario

A manufacturing plant in the UK noticed that junior technicians were frequently leaving the cabinet doors of high-voltage transformers unlocked, despite a sign on the door.

Original Notice (The Failure)

"It is requested that all personnel ensure that this cabinet remains in a closed and locked state at all times to prevent the possibility of unauthorized access and potential electrical hazards."

The Problem: Too many "General English" filler words. The passive voice ("It is requested") lacks urgency. The core danger is buried at the end of a long sentence.

Redesigned Notice (The Solution)

DANGER: HIGH VOLTAGE > KEEP CLOSED AND LOCKED > Failure to lock this cabinet may result in fatal electric shock.

The Strategy: > * **Imperative Mood:** "KEEP" and "LOCKED" are direct commands.



Formatting: Uses a "Signal Word" (DANGER) in all caps to indicate the highest level of risk.

Clear Consequence: Explicitly states the result of non-compliance (Fatal shock) rather than vague "hazards."

The Outcome

Following the implementation of the redesigned notice and a brief vocational English workshop on safety signage, the frequency of "unlocked cabinet" reports dropped by **85%** within the first month.

Box 2.4 Case study example: Writing a workplace safety notice

2.4.2 Role-play and simulation activities

Role-play involves learners acting out specific roles in a given scenario, while **simulation** recreates real-life situations for practice. These activities provide a safe environment to practise contextual communication skills. For example, learners may role-play a customer service dialogue or simulate a workplace meeting. Such exercises build confidence and adaptability, preparing you for authentic vocational communication.

Fill in the blank: Role-play involves learners acting out specific _____ in a given scenario.



Plate 2.2 Role-play activity in a classroom setting

2.4.3 Short project tasks



Project tasks are structured assignments designed to help learners apply knowledge independently. In vocational English, short projects may include drafting a technical report, preparing a safety manual, or writing customer service scripts. These tasks encourage learners to integrate vocabulary, grammar, and pragmatic tools into practical outputs, reinforcing skills through hands-on application.

Fill in the blank: Short project tasks encourage learners to integrate vocabulary, grammar, and _____ tools into practical outputs.

Project Type	Task Description	Primary Objective
User Manual	Create a 5-step instructional guide for a common piece of equipment (e.g., a coffee machine or a drill).	Mastering the imperative mood and chronological transition words (First, Then, Finally).
Incident Report	Write a formal account of a hypothetical workplace accident or equipment failure.	Practicing past tense accuracy and objective, factual reporting without personal bias.
Role-Play Script	Develop a dialogue between a technician and a frustrated customer regarding a service delay.	Developing soft skills , polite "softening" language, and conflict resolution vocabulary.
Technical Pitch	Prepare a 2-minute spoken presentation explaining the benefits of a specific tool or software.	Building confidence in oral fluency and the ability to define technical jargon for non-experts.
Safety Poster	Design a visual aid with high-impact warnings and brief explanatory text for a hazardous area.	Learning to use concise language and understanding the hierarchy of signal words (Danger vs. Caution).

Table 2.4 Examples of short project tasks in vocational English learning

Pilot questions 2.4

Define what a case study is and explain its relevance to vocational communication.

Fill in the blank: Case studies are detailed examples of real or _____ workplace communication.

Explain the difference between role-play and simulation activities.

Fill in the blank: Role-play involves learners acting out specific _____ in a given scenario.

Identify one example of a short project task in vocational English learning and state its objective.



Series Summary

This Series has focused on the practical use of English in technical and vocational contexts, highlighting its importance for workplace communication, vocational training, and professional accuracy. The purpose has been to show how English functions as a tool for clarity, safety, and effectiveness in specialised environments, making it directly relevant to learners preparing for professional roles.

We began by exploring the foundations of technical and vocational English, then moved on to language tools such as specialised vocabulary, grammar for instructions, and pragmatic features like clarity and safety language. Following that, we examined strategies for vocational applications, including workplace communication needs, style and format adjustments, and solutions to common challenges. Finally, we applied these ideas through case studies, role-play, and project tasks. By completing this Series, you should now be able to define the scope of technical and vocational English, demonstrate accurate use of terminology and grammar, analyse workplace communication needs, evaluate challenges, and apply strategies through practical exercises, in line with the Series Learning Outcomes (SLOs).

Glossary of Terms

Case study: A detailed example of real or simulated workplace communication used to illustrate how English is applied in practice.

Clarity: The quality of making communication easy to understand, often achieved through simple and direct language.

Format: The structural arrangement of a document or message, such as headings, bullet points, or layout.

General English: The broad use of English for everyday communication, not tied to a specific professional or vocational context.

Grammar: The system of rules that governs how words are combined to form sentences.

Instructional grammar: The use of imperative and concise sentence structures to give clear directions, often found in manuals.

Precision: The exactness of language that ensures meaning is specific and unambiguous.

Pragmatics: The study of how language is used in context, focusing on meaning beyond literal words, including tone and politeness.

Project tasks: Structured assignments designed to help learners apply knowledge independently, such as writing reports or manuals.

Register: The level of formality or informality chosen in communication, depending on the situation.

Role-play: An activity where learners act out specific roles in a scenario to practise communication skills.

Safety language: Words and phrases used to emphasise caution and prevent accidents, such as “danger” or “warning.”

Sentence structures: The way clauses and phrases are arranged in a sentence, which affects clarity and emphasis.



Simulation: A learning activity that recreates real-life situations to practise communication in a safe environment.

Style: The manner of expression in communication, including choice of words and tone, tailored to suit the context.

Technical English: Specialised language used in professional fields such as engineering or medicine, characterised by precision and subject-specific terminology.

Terminology: The specialised set of words used in a particular field to ensure accuracy and prevent misunderstanding.

Vocational English: The language applied in practical training and workplace contexts, focusing on instructions, customer interactions, and safety communication.

Workplace communication needs analysis: The process of identifying the specific language requirements of a job role to ensure effective communication.

Concept Check Questions [Series 2]

Objective Questions

Technical English is characterised by precision, clarity, and the use of _____ terminology. *(Linked to SLO 2.1)*

Manuals often use short, direct sentences to avoid _____. *(Linked to SLO 2.2)*

Safety manuals often use words like “must,” “danger,” and _____ to highlight risks. *(Linked to SLO 2.2)*

Short-Answer Questions

Define vocational English and explain its importance in workplace communication. *(Linked to SLO 2.1)*

Identify one key difference between general English and technical English. *(Linked to SLO 2.1)*

Give one example of a role-play activity that can help learners practise vocational English. *(Linked to SLO 2.4)*

Long-Answer Questions

Analyse how vocabulary and sentence structures differ between technical manuals and everyday communication, providing examples to illustrate your answer. *(Linked to SLO 2.2)*

Evaluate common challenges learners face in vocational English use and propose practical solutions. *(Linked to SLO 2.3)*

Design a short project task that demonstrates the application of vocational English strategies in a workplace setting. *(Linked to SLO 2.4)*

Answers to Concept Check Questions [Series 2]

Objective Questions



Specialised
Confusion
Warning

Short-Answer Questions

Vocational English is the language used in practical training and workplace contexts. It is important because it ensures instructions are understood, customer interactions are effective, and safety communication is clear.

General English is broad and used for everyday communication, while technical English is specialised and context-driven, often including precise terminology and acronyms.

An example is a mock customer service dialogue, where learners practise polite expressions and workplace vocabulary.

Long-Answer Questions

Basic response: Technical manuals use specialised vocabulary and short, imperative sentences, while everyday communication uses general vocabulary and longer, conversational structures.

Value-added response: Outstanding learners may also note that technical manuals avoid ambiguity by using standardised terminology and structured formats, whereas everyday communication often relies on shared context, idioms, or informal phrasing.

Basic response: Common challenges include unfamiliar terminology, unclear sentence structures, and inappropriate tone. Solutions involve practising vocabulary lists, revising drafts, and role-playing workplace scenarios. *Value-added response:* Learners may also suggest integrating authentic workplace materials, using digital tools such as grammar checkers, or engaging in peer review to refine vocational English skills.

Basic response: A short project task could be drafting a workplace safety manual that uses clear vocabulary and imperative sentences. *Value-added response:* Alternatively, learners could design a technical report for a vocational training programme, incorporating structured headings, precise terminology, and safety language, thereby demonstrating mastery of vocational English strategies in a professional context.

Answers to Pilot Questions [Series 2]

Part 2.1 Foundations of Technical and Vocational English

Technical English is specialised language used in professional fields, while vocational English is language applied in practical training and workplace contexts.

Specialised
English
Ohms

Part 2.2 Language Tools for Technical Communication

Terminology is the specialised set of words used in a particular field, ensuring accuracy and preventing misunderstanding.



Height
To avoid confusion and ensure clarity.
Confusion
Danger

Part 2.3 Strategies for Vocational English Applications

Workplace communication needs analysis involves identifying the specific language requirements of a job role.

Technical

Style is the manner of expression, while format is the structural arrangement of the document.

Bullet

One common challenge is unfamiliar terminology, and a solution is practising vocabulary lists.

Part 2.4 Practical Exercises and Project-Based Applications

A case study is a detailed example of real or simulated workplace communication, relevant because it shows how English is applied in practice.

Simulated

Role-play involves learners acting out specific roles, while simulation recreates real-life situations for practice.

Roles

An example is drafting a workplace safety manual, with the objective of practising clear vocabulary and imperative sentence structures

References and Attributions [Series 2]

General References

Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge University Press.

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Routledge.

Illustrations

Figure 2.1 Relationship between technical English, vocational English, and ESP

Attribution: Suggested as AI-generated. Prompt: “Create a Venn diagram showing technical English, vocational English, and their overlap within ESP.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “technical vs vocational English diagram OER.”

Plate 2.1 Importance of English in workplace safety communication



Attribution: Suggested as AI-generated. Prompt: “Create an image showing workers reading a safety manual written in English.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “workplace safety manual English OER image.”

Table 2.1 Comparison of general English and technical English

Attribution: Suggested as AI-generated. Prompt: “Generate a table comparing general English and technical English across vocabulary, purpose, and style.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “general vs technical English comparison table OER.”

Box 2.2 Examples of technical terminology across fields

Attribution: Suggested as AI-generated. Prompt: “Create a text box listing examples of technical terminology in medicine, engineering, and aviation.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “technical terminology examples OER.”

Table 2.2 Examples of sentence structures in technical manuals

Attribution: Suggested as AI-generated. Prompt: “Generate a table showing sentence structures used in technical manuals with examples.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “sentence structures technical manuals OER.”

Plate 2.2 Use of safety language in workplace communication

Attribution: Suggested as AI-generated. Prompt: “Create an image showing a safety sign with English warning words such as danger and warning.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “English safety signs workplace OER image.”

Figure 2.2 Communication needs in vocational roles

Attribution: Suggested as AI-generated. Prompt: “Create a diagram showing communication needs for customer service, technicians, and managers.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “vocational communication needs diagram OER.”

Table 2.3 Style and format in technical reports versus instructions

Attribution: Suggested as AI-generated. Prompt: “Generate a table comparing style and format in technical reports versus instructions.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “style format technical reports instructions OER.”

Box 2.3 Common challenges and solutions in vocational English



Attribution: Suggested as AI-generated. Prompt: “Create a text box listing challenges in vocational English and practical solutions.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “vocational English challenges solutions OER.”

Box 2.4 Case study example: Writing a workplace safety notice

Attribution: Suggested as AI-generated. Prompt: “Create a text box showing a case study of a workplace safety notice written in English.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “workplace safety communication case study OER.”

Plate 2.2 Role-play activity in a classroom setting

Attribution: Suggested as AI-generated. Prompt: “Create an image showing students role-playing a job interview in a classroom.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “role-play activity classroom OER image.”

Table 2.4 Examples of short project tasks in vocational English learning

Attribution: Suggested as AI-generated. Prompt: “Generate a table listing short project tasks in vocational English learning with objectives.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “vocational English project tasks examples OER.”

Course code: ENG 405

Course title: English for Specific Purposes

Course credit load: 2 Units

Series 1: English Tools for Specific Contexts

Series 2: Technical and Vocational English Applications

Series 3: Academic English for Research and Writing

Series 4: Creative and Project-Based English Practices

Series 5: English in Political and Campaign Communication

Proposed Outline for Series 3

Part .1 Foundations of Academic English



- 3.1.1 Characteristics of academic English
- 3.1.2 Importance of academic English in research contexts
- 3.1.3 Differences between academic English and general English

Part .2 Language Tools for Academic Writing

- 3.2.1 Vocabulary and terminology in academic contexts
- 3.2.2 Grammar and sentence structures for academic writing
- 3.2.3 Pragmatic tools: cohesion, coherence, and citation language

Part .3 Research Writing Strategies

- 3.3.1 Analysing research questions and objectives
- 3.3.2 Structuring academic papers (introduction, body, conclusion)
- 3.3.3 Common challenges in academic writing and solutions

Part .4 Practical Applications in Academic English

- 3.4.1 Case studies of research writing (e.g., abstracts, literature reviews)
- 3.4.2 Role-play and simulation activities (e.g., presenting research findings)
- 3.4.3 Short project tasks (e.g., drafting a mini research paper or proposal)

Introduction

In academic settings, English is more than a language of communication, it is the medium through which knowledge is created, shared, and evaluated. Whether drafting a research paper, preparing a literature review, or presenting findings, the ability to use English accurately and appropriately is essential. This Series will guide you in developing the skills needed to engage with academic English as both a tool for research and a vehicle for effective writing.

The aim of this Series is to equip you with the ability to apply academic English in research contexts and to produce clear, structured, and credible written outputs. You will learn how to use specialised vocabulary, grammar, and pragmatic tools to communicate ideas effectively in academic writing.

We shall commence this Series by exploring the foundations of academic English, including its characteristics and differences from general English. Next, we will examine language tools for academic writing, focusing on vocabulary, grammar, and cohesion. Following that, we will consider strategies for research writing, such as analysing questions, structuring papers, and addressing common challenges. Finally, we will wrap up with practical applications, where you will engage with case studies, role-play, and project tasks to consolidate your learning in authentic academic contexts.



Series Learning Outcomes

Upon completing this Series, you should be able to:

SLO 3.1 **define** the key characteristics of academic English and distinguish it from general English.

SLO 3.2 **explain** the importance of academic English in research contexts.

SLO 3.3 **demonstrate** accurate use of specialised vocabulary and terminology in academic writing.

SLO 3.4 **apply** appropriate grammar and sentence structures to produce clear and formal academic texts.

SLO 3.5 **analyse** cohesion, coherence, and citation language as pragmatic tools in academic writing.

SLO 3.6 **evaluate** research questions and objectives to guide the structure of academic papers.

SLO 3.7 **design** well-structured academic papers with clear introductions, bodies, and conclusions.

SLO 3.8 **identify** common challenges in academic writing and propose practical solutions, and

SLO 3.9 **produce** practical outputs such as abstracts, literature reviews, or mini research papers through project-based tasks.

3.1 Foundations of Academic English

3.1.1 Characteristics of academic English

Academic English refers to the specialised form of English used in universities, research, and scholarly communication. It is characterised by formality, precision, objectivity, and clarity. Unlike everyday English, academic English avoids slang, contractions, and overly casual expressions. Instead, it relies on structured sentences, logical organisation, and evidence-based arguments.

Fill in the blank: Academic English is characterised by formality, precision, objectivity, and

_____.



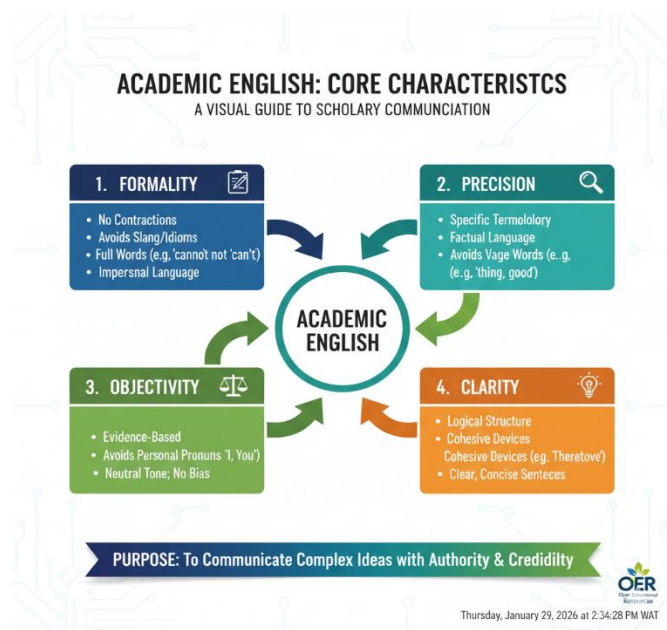


Figure 3.1 Key characteristics of academic English

3.1.2 Importance of academic English in research contexts

Academic English is essential for producing credible research outputs. It ensures that ideas are communicated clearly, arguments are logically presented, and findings are accessible to an international audience. For example, a research paper written in academic English allows scholars across different countries to evaluate and build upon the work. Without this shared language, collaboration and dissemination of knowledge would be limited.

Fill in the blank: Academic English ensures that research findings are communicated clearly and are accessible to an _____ audience.



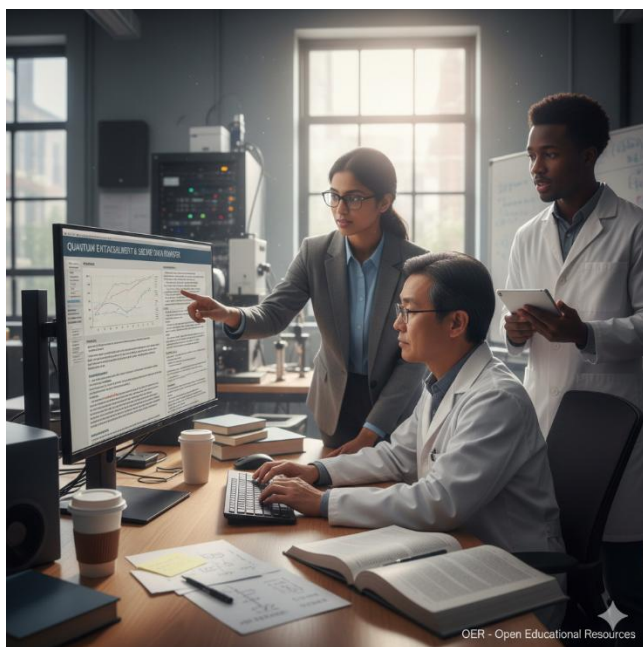


Plate 3.1 Importance of academic English in research collaboration

3.1.3 Differences between academic English and general English

General English is used for everyday communication, while academic English is specialised for scholarly contexts. General English may include informal expressions, idioms, and conversational tone, whereas academic English requires formal vocabulary, structured grammar, and objective style. For instance, the phrase “kids these days are glued to their phones” is acceptable in general English, but in academic English it would be expressed as “contemporary adolescents demonstrate high levels of mobile phone usage.”

Fill in the blank: General English may include informal expressions, while academic English requires _____ vocabulary and objective style.

Feature	General English	Academic English
Vocabulary	Uses high-frequency words and phrasal verbs (e.g., <i>look into</i> , <i>find out</i>).	Uses Latinate and Greek-rooted words (e.g., <i>investigate</i> , <i>discover</i>). Precise and specific.
Grammar	Sentences are often shorter. Active voice is predominant.	Uses complex sentence structures and nominalization (turning verbs into nouns).
Style	Subjective, personal, and conversational. Uses contractions (<i>don't</i> , <i>it's</i>).	Objective, impersonal, and formal. Avoids contractions and first-person pronouns (<i>I</i> , <i>me</i>).



Feature	General English	Academic English
Evidence	Based on personal experience, anecdotes, or general knowledge.	Based on empirical data, peer-reviewed sources, and formal citations.
Hedges/Boosters	Often makes direct, certain statements (e.g., "This is definitely true").	Uses hedging to express caution (e.g., "This suggests that," or "It is possible that").

Table 3.1 Comparison of general English and academic English

Pilot questions 3.1

Define academic English and list its main characteristics.

Fill in the blank: Academic English is characterised by formality, precision, objectivity, and _____.

Explain why academic English is important in research contexts.

Fill in the blank: Academic English ensures that research findings are communicated clearly and are accessible to an _____ audience.

Distinguish between general English and academic English with one example.

3.2 Language Tools for Academic Writing

3.2.1 Vocabulary and terminology in academic contexts

Academic vocabulary refers to words and expressions commonly used in scholarly writing, such as “analyse,” “evaluate,” and “significant.” These words convey precision and formality, making them suitable for research papers and essays. **Terminology** is the specialised set of words used in a particular discipline, for example “photosynthesis” in biology or “hypothesis testing” in statistics. Using appropriate vocabulary and terminology ensures clarity and credibility in academic communication.

Fill in the blank: Academic vocabulary conveys precision and _____, making it suitable for research papers and essays.

Academic Vocabulary vs. Discipline-Specific Terminology

Tier 1: General Academic Vocabulary

These words are the "tools" of thought used by researchers in every field to organize arguments and analyze data.

Analyze: To examine something in detail to explain and interpret it.

Evaluate: To judge the value or condition of something in a careful and thoughtful way.



Synthesize: To combine various components or ideas to form a connected whole.

Hypothesize: To put forward a tentative explanation for an observation.

Validate: To demonstrate or support the truth or value of something.

Tier 2: Discipline-Specific Terminology

These words are "content-heavy" and are usually only found within specific departments or textbooks.

STEM (Biology/Chem): *Photosynthesis, Mitosis, Endothermic, Stoichiometry.*

Humanities (History/Soc): *Hegemony, Diaspora, Empirical, Dialectic.*

Business/Econ: *Fiscal Policy, Liquidity, Marginal Utility, Macroeconomics.*

Psychology: *Cognitive Dissonance, Neuroplasticity, Operant Conditioning.*

Box 3.1 Examples of academic vocabulary and terminology

3.2.2 Grammar and sentence structures for academic writing

Grammar in academic writing refers to the rules governing sentence construction, ensuring clarity and correctness. Academic texts often use complex sentences to show relationships between ideas, but these must remain clear and logically structured. **Sentence structures** such as declarative, conditional, and passive forms are frequently used to present arguments, describe findings, or highlight processes. For example, "The experiment was conducted to test the hypothesis" uses the passive voice to emphasise the action rather than the actor.

Fill in the blank: Academic texts often use complex sentences to show relationships between _____.

Sentence Structure	Grammatical Function	Academic Purpose	Example
Declarative	A direct statement of fact or claim.	To present findings, define terms, or state a thesis.	"The results indicate a significant correlation between sleep hygiene and cognitive performance."
Conditional	Uses "if," "provided that," or "assuming."	To establish limits, express hedging, or propose a hypothesis.	"If the temperature remains constant, the rate of reaction will follow a linear progression."



Sentence Structure	Grammatical Function	Academic Purpose	Example
Passive	The object of the action becomes the subject.	To emphasize the process or the data rather than the person performing the task.	"The participants were randomly assigned to either the control group or the experimental group."

Table 3.2 Examples of sentence structures in academic writing

3.2.3 Pragmatic tools: cohesion, coherence, and citation language

Cohesion refers to the way words and sentences are linked together through connectors such as “however,” “therefore,” and “in addition.” **Coherence** is the logical flow of ideas across a text, ensuring that arguments are easy to follow. **Citation language** includes phrases like “according to,” “as noted by,” or “the study demonstrates,” which integrate sources into academic writing. Together, these pragmatic tools make academic texts readable, persuasive, and properly referenced.

Fill in the blank: Cohesion refers to the way words and sentences are linked together, while coherence ensures the _____ flow of ideas.

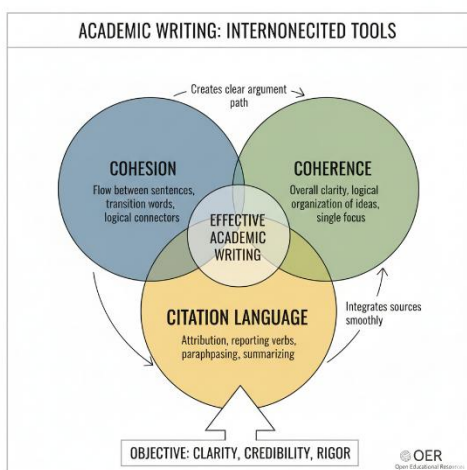


Figure 3.2 Pragmatic tools in academic writing

Pilot questions 3.2

Define academic vocabulary and terminology, and explain their role in academic writing.

Fill in the blank: Academic vocabulary conveys precision and _____, making it suitable for research papers and essays.

Identify one sentence structure commonly used in academic writing and give an example.



Fill in the blank: Academic texts often use complex sentences to show relationships between _____.
Explain the difference between cohesion and coherence in academic writing.

3.3 Research Writing Strategies

3.3.1 Analysing research questions and objectives

Research questions are specific inquiries that guide the focus of a study, while **research objectives** are the goals the study seeks to achieve. Analysing them carefully ensures that the writing remains purposeful and relevant. A well-formulated research question is clear, focused, and researchable, while objectives should be measurable and achievable. For example, a research question such as “What factors influence students’ use of digital libraries?” can be paired with objectives like “to identify key factors” and “to evaluate their impact.”

Fill in the blank: A well-formulated research question should be clear, focused, and _____.

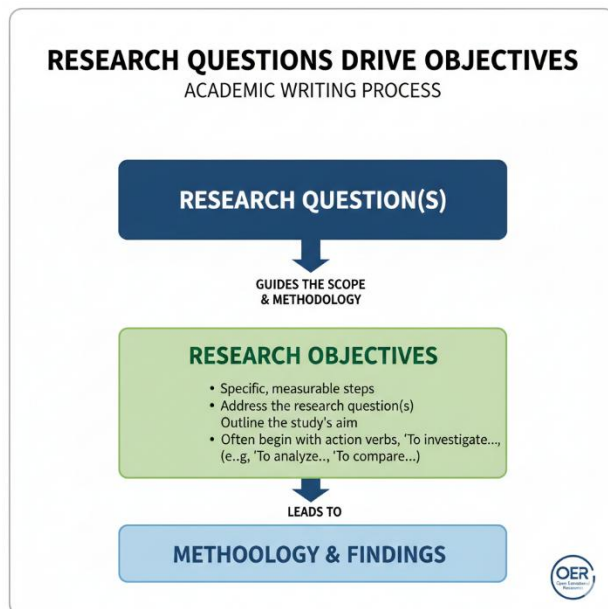


Figure 3.3 Relationship between research questions and objectives

3.3.2 Structuring academic papers (introduction, body, conclusion)

Structure in academic writing refers to the organised framework of a paper. Most academic papers follow a standard format: an **introduction** that presents the topic and research question, a **body** that develops arguments and presents evidence, and a **conclusion** that summarises findings and implications. Each section must be logically connected to ensure coherence. For instance, the introduction should lead naturally into the body, while the conclusion should not introduce new ideas but instead reinforce the main points.



Fill in the blank: The conclusion of an academic paper should not introduce new ideas but instead _____ the main points.

Section	Key Functions	Linguistic Focus
Introduction	Provides context/background, identifies the "gap" in current knowledge, and states the thesis or research question.	Moves from general to specific; uses Present Perfect for previous research and Simple Present for the thesis.
Body Paragraphs	Presents evidence, analyzes data, and develops the argument. Each paragraph focuses on a single "Topic Sentence."	Uses Cohesion (transition words) to link ideas. Employs Passive Voice for methodology and Active Voice for analysis.
Conclusion	Restates the thesis in a new way, summarizes main findings, and suggests implications or future research.	Moves from specific findings back to general implications; avoids introducing new information.

Table 3.3 Standard structure of an academic paper

3.3.3 Common challenges in academic writing and solutions

Learners often face challenges such as lack of clarity, weak organisation, or improper referencing. **Clarity** means expressing ideas in a straightforward way, **organisation** refers to arranging ideas logically, and **referencing** involves acknowledging sources correctly. Solutions include drafting outlines before writing, revising for clarity, and using citation styles consistently. For example, using APA or MLA referencing ensures that sources are properly credited, which strengthens the credibility of the paper.

Fill in the blank: Using APA or MLA referencing ensures that sources are properly _____, which strengthens the credibility of the paper.

Challenges and Solutions in Academic Writing

1. Lack of Structural Clarity

Challenge: Writing that feels "disconnected" or "rambling," where the reader struggles to follow the central argument or see the logic between paragraphs.

Solution: Use **Reverse Outlining**. After writing a draft, summarize each paragraph into one sentence. If those sentences don't form a logical chain that supports your thesis, reorganize the sections to ensure a clear "flow."

2. Weak Argument Organization



Challenge: Presenting facts without analysis, or "stacking" evidence without explaining how it relates to the research question.

Solution: Follow the **MEAL Plan** for every body paragraph:

Main Idea (Topic Sentence)

Evidence (Supporting data/quotes)

Analysis (Explain *why* the evidence matters)

Link (Connect back to the thesis or the next paragraph)

3. Improper Referencing and Plagiarism

Challenge: Struggling with the mechanics of citation (APA, MLA, etc.) or failing to distinguish between the writer's original thoughts and borrowed ideas.

Solution: Adopt **Integrated Note-taking**. Use a digital citation manager (like Zotero or Mendeley) and color-code your notes: one color for direct quotes, another for your own reflections, and a third for paraphrased summaries.

4. The "Patchwork" Problem

Challenge: Over-reliance on quotes, resulting in a paper that looks like a "patchwork" of other people's words with very little original voice.

Solution: Practice **The 80/20 Rule**. Aim for at least 80% of the paper to be your own synthesis and analysis, with direct quotes making up no more than 20%. Use "Reporting Verbs" (e.g., *claims*, *argues*, *demonstrates*) to weave sources into your own narrative.

Box 3.3 Common challenges and solutions in academic writing

Pilot questions 3.3

Define research questions and research objectives, and explain their relationship.

Fill in the blank: A well-formulated research question should be clear, focused, and _____.

Describe the standard structure of an academic paper.

Fill in the blank: The conclusion of an academic paper should not introduce new ideas but instead _____ the main points.

Identify one common challenge in academic writing and suggest a solution.

3.4 Practical Applications in Academic English

3.4.1 Case studies of research writing

Case studies are detailed examples that illustrate how academic English is applied in real or simulated research contexts. They allow learners to observe the structure, vocabulary, and style used in authentic academic outputs such as abstracts, literature reviews, or reports. By studying



these examples, you can identify effective practices and common mistakes, which will guide you in producing your own academic work.

Fill in the blank: Case studies allow learners to observe the structure, vocabulary, and _____ used in authentic academic outputs.

Case Study: Literature Review on Remote Work Productivity

The Scenario

A graduate student is writing a review on how remote work affects employee performance.

Version A: The "Summary" Approach (Weak)

"Smith (2022) says that remote work is good because people are happy. Jones (2023) found that distractions at home make people work less. Brown (2024) studied 100 people and said productivity stayed the same."

The Problem: This is a "shopping list" of facts. There is no connection between the authors, and the voice is too informal ("good," "happy").

Version B: The "Synthesis" Approach (Academic Strength)

*"Current research into remote work productivity presents a **dichotomy** between employee satisfaction and operational output. While Smith (2022) **contends** that increased autonomy fosters high levels of engagement, Jones (2023) **counters** this by identifying 'domestic environmental friction' as a significant barrier to focus. These conflicting findings are **reconciled** by Brown (2024), whose longitudinal data suggests that productivity remains stable provided that robust digital infrastructures are in place."*

Why Version B Works

Synthesis: Instead of listing authors separately, it groups them by their relationship (**contends**, **counters**, **reconciled**).

Academic Vocabulary: Replaced "happy" with "engagement" and "distractions" with "environmental friction."

Nominalization: Used "increased autonomy" and "operational output" to pack complex ideas into concise noun phrases.

Objective Tone: Removed the person-centered "says" and used more precise reporting verbs.

Box 3.4 Case study example: Writing a literature review

3.4.2 Role-play and simulation activities



Role-play involves learners acting out specific roles, such as presenting research findings at a seminar. **Simulation** recreates real-life academic scenarios, for example, peer-review sessions or conference presentations. These activities provide a safe environment to practise academic communication skills, helping learners gain confidence in using formal vocabulary, structured arguments, and citation language.

Fill in the blank: Role-play involves learners acting out specific _____, while simulation recreates real-life academic scenarios.



Plate 3.2 Role-play activity simulating a research presentation

3.4.3 Short project tasks

Project tasks are structured assignments that encourage learners to apply academic English independently. Examples include drafting a mini research paper, writing an abstract, or preparing a proposal. These tasks integrate vocabulary, grammar, and pragmatic tools into practical outputs, reinforcing skills through hands-on application. They also help learners practise organisation, clarity, and referencing, which are essential for credible academic writing.

Fill in the blank: Short project tasks integrate vocabulary, grammar, and _____ tools into practical outputs.

Project Task	Description	Primary Objective
Abstract Writing	Summarizing a long research paper into a 250-word paragraph.	Mastering conciseness and identifying core research "moves" (aims, methods, results).



Project Task	Description	Primary Objective
Research Proposal	Outlining a planned study, including a "gap" in current literature and proposed methodology.	Practicing future-oriented language and justifying the significance of a research topic.
Annotated Bibliography	Listing sources with a brief descriptive and evaluative paragraph for each.	Developing critical evaluation skills and practicing formal citation styles (APA, MLA, etc.).
Mini Research Paper	A 1,000-word study focused on a narrow topic with limited data.	Integrating cohesion, coherence, and citation language into a complete structure.
Poster Presentation	Creating a visual summary of research findings to be explained orally.	Translating complex data into visual communication and practicing academic speaking.

Table 3.4 Examples of short project tasks in academic English learning

Pilot questions 3.4

Explain what case studies are and why they are useful in academic English learning.

Fill in the blank: Case studies allow learners to observe the structure, vocabulary, and _____ used in authentic academic outputs.

Distinguish between role-play and simulation activities in academic contexts.

Fill in the blank: Role-play involves learners acting out specific _____, while simulation recreates real-life academic scenarios.

Identify one example of a short project task in academic English learning and state its objective.

Series Summary

This Series has focused on the role of academic English as a vital tool for research and scholarly communication. Its purpose has been to help you develop the skills needed to write clearly, formally, and persuasively in academic contexts, ensuring that your work is credible and accessible to a wider audience.

We began by examining the foundations of academic English, highlighting its characteristics and differences from general English. Next, we explored language tools such as vocabulary, grammar, and pragmatic features including cohesion and citation language. Following that, we considered strategies for research writing, from analysing questions and objectives to structuring papers and addressing common challenges. Finally, we applied these skills through case studies, role-play, and project tasks. By completing this Series, you should now be able to define the scope of



academic English, demonstrate accurate use of vocabulary and grammar, analyse and evaluate research writing strategies, and produce practical outputs such as abstracts or mini research papers, in line with the Series Learning Outcomes (SLOs).

Glossary of Terms

Academic English: A specialised form of English used in universities and research contexts, characterised by formality, precision, objectivity, and clarity.

Academic vocabulary: Words commonly used in scholarly writing, such as “analyse,” “evaluate,” and “significant,” which convey precision and formality.

Case study: A detailed example of real or simulated academic writing used to illustrate effective practices and common mistakes.

Citation language: Phrases such as “according to,” “as noted by,” or “the study demonstrates,” used to integrate sources into academic writing.

Clarity: The quality of expressing ideas in a straightforward and easy-to-understand manner.

Coherence: The logical flow of ideas across a text, ensuring arguments are connected and easy to follow.

Cohesion: The way words and sentences are linked together using connectors such as “however,” “therefore,” and “in addition.”

Conclusion: The final section of an academic paper that summarises findings and reinforces main points without introducing new ideas.

General English: Everyday English used in informal communication, often including idioms, slang, and conversational tone.

Grammar: The system of rules governing sentence construction to ensure clarity and correctness in writing.

Introduction: The opening section of an academic paper that presents the topic, research question, and purpose of the study.

Organisation: The logical arrangement of ideas in academic writing to ensure clarity and coherence.

Passive voice: A sentence structure where the focus is on the action rather than the actor, for example, “The experiment was conducted.”

Pragmatic tools: Features such as cohesion, coherence, and citation language that make academic texts readable and persuasive.

Project tasks: Structured assignments such as drafting a mini research paper or writing an abstract, designed to apply academic English skills.

Referencing: The practice of acknowledging sources correctly using citation styles such as APA or MLA.

Research objectives: The specific goals a study seeks to achieve, often measurable and achievable.

Research questions: Specific inquiries that guide the focus of a study and determine its direction.

Role-play: An activity where learners act out specific roles, such as presenting research findings, to practise academic communication.



Sentence structures: The arrangement of clauses and phrases in a sentence, including declarative, conditional, and passive forms.

Simulation: A learning activity that recreates real-life academic scenarios, such as conference presentations or peer-review sessions.

Terminology: Specialised words used in a particular discipline, for example “photosynthesis” in biology or “hypothesis testing” in statistics.

Vocabulary: The collection of words used in a language, with academic vocabulary referring to words suitable for scholarly contexts.

Workplace communication needs analysis: Although introduced in Series 2, in academic contexts this refers to identifying specific language requirements for research and scholarly communication.

Concept Check Questions [Series 3]

Objective Questions

Academic English is characterised by formality, precision, objectivity, and _____. *(Linked to SLO 3.1)*

The conclusion of an academic paper should not introduce new ideas but instead _____ the main points. *(Linked to SLO 3.7)*

Using APA or MLA referencing ensures that sources are properly _____. *(Linked to SLO 3.8)*

Short-Answer Questions

Define academic vocabulary and explain why it is important in research writing. *(Linked to SLO 3.3)*

Identify one difference between general English and academic English, giving an example. *(Linked to SLO 3.1)*

Explain the role of cohesion and coherence in academic writing. *(Linked to SLO 3.5)*

Give one example of a short project task in academic English learning and state its objective. *(Linked to SLO 3.9)*

Long-Answer Questions

Analyse the relationship between research questions and research objectives, using an example to illustrate your answer. *(Linked to SLO 3.6)*

Evaluate common challenges in academic writing and propose practical solutions. *(Linked to SLO 3.8)*

Design a mini research paper outline that demonstrates the application of academic English strategies. *(Linked to SLO 3.7 & 3.9)*

Answers to Concept Check Questions [Series 3]

Objective Questions



Clarity
Reinforce
Credited

Short-Answer Questions

Academic vocabulary consists of words commonly used in scholarly writing, such as “analyse” or “evaluate.” It is important because it conveys precision and formality, making research writing credible and professional.

General English may use informal expressions like “kids these days,” while academic English requires formal vocabulary, for example “adolescents demonstrate high levels of mobile phone usage.”

Cohesion links sentences with connectors such as “however” or “therefore,” while coherence ensures the logical flow of ideas across the text.

An example is drafting an abstract, with the objective of summarising the main points of a research paper clearly and concisely.

Long-Answer Questions

Basic response: Research questions guide the focus of a study, while objectives state the specific goals. For example, the question “What factors influence students’ use of digital libraries?” can be paired with objectives such as “to identify key factors” and “to evaluate their impact.”

Value-added response: Outstanding learners may also note that well-formulated questions and objectives ensure research is purposeful, measurable, and achievable, and they may discuss how these guide methodology and data collection.

Basic response: Common challenges include lack of clarity, weak organisation, and improper referencing. Solutions involve drafting outlines, revising for clarity, and using consistent citation styles. *Value-added response:* Learners may also suggest advanced strategies such as peer review, digital writing tools, or integrating authentic academic materials to strengthen writing skills.

Basic response: A mini research paper outline could include an introduction presenting the topic, a body developing arguments with evidence, and a conclusion reinforcing the main points. *Value-added response:* Outstanding learners may expand by including a literature review section, clear research objectives, and proper citation language, demonstrating mastery of academic English strategies in practice.

Answers to Pilot Questions [Series 3]

Part 3.1 Foundations of Academic English

Academic English is a specialised form of English used in universities and research contexts. Its main characteristics are formality, precision, objectivity, and clarity.

Clarity

Academic English is important because it ensures that research findings are communicated clearly and are accessible to an international audience.

International



General English may include informal expressions, while academic English requires formal vocabulary and objective style.

Part 3.2 Language Tools for Academic Writing

Academic vocabulary consists of words commonly used in scholarly writing, while terminology refers to specialised words in a discipline. They are important because they ensure clarity and credibility in academic communication.

Formality

Passive voice is commonly used in academic writing. Example: “The experiment was conducted to test the hypothesis.”

Ideas

Cohesion links sentences with connectors, while coherence ensures the logical flow of ideas across the text.

Part 3.3 Research Writing Strategies

Research questions are specific inquiries guiding a study, while research objectives are the goals to be achieved. They are closely related because objectives are derived from questions.

Researchable

The standard structure of an academic paper includes an introduction, a body, and a conclusion.

Reinforce

One common challenge is improper referencing, and a solution is using consistent citation styles such as APA or MLA.

Part 3.4 Practical Applications in Academic English

Case studies are detailed examples of academic writing. They are useful because they illustrate effective practices and common mistakes.

Style

Role-play involves learners acting out specific roles, while simulation recreates real-life academic scenarios.

Roles

An example is drafting an abstract, with the objective of summarising the main points of a research paper clearly and concisely.

References and Attributions [Series 3]

General References

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Illustrations

Figure 3.1 Key characteristics of academic English

Attribution: AI-generated. Prompt: “Create a diagram showing the four main characteristics of academic English: formality, precision, objectivity, clarity.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic English characteristics diagram OER.”

Plate 3.1 Importance of academic English in research collaboration

Attribution: AI-generated. Prompt: “Create an image showing researchers collaborating on a paper written in English.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic research collaboration English OER image.”

Table 3.1 Comparison of general English and academic English

Attribution: AI-generated. Prompt: “Generate a table comparing general English and academic English across vocabulary, grammar, and style.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “general vs academic English comparison table OER.”

Box 3.1 Examples of academic vocabulary and terminology

Attribution: AI-generated. Prompt: “Create a text box listing examples of academic vocabulary (e.g., analyse, evaluate) and discipline-specific terminology (e.g., hypothesis testing, photosynthesis).” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic vocabulary terminology examples OER.”

Table 3.2 Examples of sentence structures in academic writing

Attribution: AI-generated. Prompt: “Generate a table showing examples of declarative, conditional, and passive sentence structures used in academic writing.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic writing sentence structures examples OER.”

Figure 3.2 Pragmatic tools in academic writing

Attribution: AI-generated. Prompt: “Create a diagram showing cohesion, coherence, and citation language as interconnected tools in academic writing.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “cohesion coherence citation language academic writing diagram OER.”



Figure 3.3 Relationship between research questions and objectives

Attribution: AI-generated. Prompt: “Create a diagram showing how research questions guide objectives in academic writing.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “research questions and objectives diagram OER.”

Table 3.3 Standard structure of an academic paper

Attribution: AI-generated. Prompt: “Generate a table showing the structure of an academic paper with introduction, body, and conclusion functions.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic paper structure introduction body conclusion table OER.”

Box 3.3 Common challenges and solutions in academic writing

Attribution: AI-generated. Prompt: “Create a text box listing common challenges in academic writing and practical solutions.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic writing challenges and solutions OER.”

Box 3.4 Case study example: Writing a literature review

Attribution: AI-generated. Prompt: “Create a text box showing a case study of a literature review written in academic English.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic English literature review case study OER.”

Plate 3.2 Role-play activity simulating a research presentation

Attribution: AI-generated. Prompt: “Create an image showing students role-playing a research presentation in a classroom setting.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic role-play research presentation OER image.”

Table 3.4 Examples of short project tasks in academic English learning

Attribution: AI-generated. Prompt: “Generate a table listing short project tasks in academic English learning with objectives.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “academic English project tasks examples OER.”

Course code: ENG 405

Course title: English for Specific Purposes

Course credit load: 2 Units

Series 1: English Tools for Specific Contexts



Series 2: Technical and Vocational English Applications

Series 3: Academic English for Research and Writing

Series 4: Creative and Project-Based English Practices

Series 5: English in Political and Campaign Communication

Proposed Outline for Series 4

Part .1 Foundations of Creative English

- 4.1.1 Understanding creativity in language use
- 4.1.2 Differences between creative English and academic/technical English
- 4.1.3 Importance of creativity in communication and learning

Part .2 Language Tools for Creative Expression

- 4.2.1 Vocabulary choice and stylistic devices (e.g., metaphors, imagery)
- 4.2.2 Sentence structures for storytelling and persuasive writing
- 4.2.3 Pragmatic features in creative contexts (tone, audience awareness)

Part .3 Project-Based English Applications

- 4.3.1 Designing collaborative projects (e.g., group presentations, creative reports)
- 4.3.2 Writing project outputs (scripts, proposals, creative essays)
- 4.3.3 Challenges in project-based English and solutions

Part .4 Practical Exercises and Case Studies

- 4.4.1 Case studies of creative writing in professional contexts
- 4.4.2 Role-play and simulation activities (e.g., pitching ideas, storytelling)
- 4.4.3 Short project tasks (e.g., drafting a creative campaign or mini portfolio)

Introduction

In the last Series, we explored the role of academic English in research and writing, focusing on clarity, structure, and credibility. Building on that foundation, this Series turns towards creativity and practical application. Creative and project-based English practices are essential because they allow you to use language not only to inform but also to inspire, persuade, and collaborate. Whether in professional settings or educational contexts, the ability to combine creativity with structured project work enhances communication and makes learning more engaging.



The aim of this Series is to help you develop the skills needed to express ideas creatively and to apply English in project-based tasks. By the end, you will be able to design, present, and produce outputs that demonstrate both imaginative use of language and practical organisation.

We shall commence this Series by examining the foundations of creative English, highlighting its features and differences from academic or technical English. Next, we will explore language tools for creative expression, focusing on vocabulary, stylistic devices, and sentence structures. Following that, we will move on to project-based applications, where you will learn how to design collaborative projects, write creative outputs, and address common challenges. Finally, we will wrap up with practical exercises and case studies, including role-play, simulations, and short project tasks that consolidate your learning in authentic contexts.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- SLO 4.1 **define** the key features of creative English and distinguish them from academic or technical English,
- SLO 4.2 **explain** the importance of creativity in communication and learning,
- SLO 4.3 **demonstrate** effective use of vocabulary and stylistic devices such as imagery and metaphor in creative writing,
- SLO 4.4 **apply** appropriate sentence structures to produce storytelling and persuasive texts,
- SLO 4.5 **analyse** pragmatic features such as tone and audience awareness in creative contexts,
- SLO 4.6 **design** collaborative project outputs including presentations, reports, or creative essays,
- SLO 4.7 **evaluate** common challenges in project-based English tasks and propose practical solutions, and
- SLO 4.8 **produce** practical outputs such as case studies, role-play scripts, or mini creative portfolios through project-based exercises.

4.1 Foundations of Creative English

4.1.1 Understanding creativity in language use

Creativity in language use refers to the ability to employ words, expressions, and structures in imaginative ways to communicate ideas effectively. It involves going beyond literal meaning to include stylistic devices such as imagery, metaphor, and symbolism. Creative English allows writers and speakers to engage audiences emotionally and intellectually, making communication more memorable and impactful.

Fill in the blank: Creativity in language use involves going beyond literal meaning to include _____ devices such as imagery and metaphor.



CREATIVITY IN LANGUAGE USE

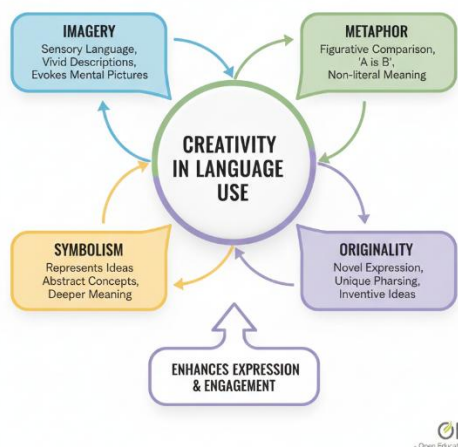


Figure 4.1 Elements of creativity in language use

4.1.2 Differences between creative English and academic/technical English

Creative English is expressive, imaginative, and often subjective, focusing on engaging the reader or listener. In contrast, **academic English** is formal, objective, and precise, while **technical English** is specialised and functional, used to convey instructions or professional information. For example, a creative description might say, “The sky blushed with the colours of dawn,” while an academic version would state, “The sky displayed hues of red and orange at sunrise.”

Fill in the blank: Creative English is expressive and imaginative, while academic English is _____ and precise.

Feature	Creative English	Academic English	Technical English
Primary Purpose	To entertain, evoke emotion, or share a personal vision.	To inform, argue, and contribute to a field of study.	To instruct, explain a process, or facilitate a specific task.
Style & Tone	Subjective, expressive, and often metaphorical.	Objective, formal, and analytical.	Concise, neutral, and strictly functional.
Structure	Flexible; may follow narrative arcs or poetic forms.	Highly structured (e.g., IMRaD: Intro, Methods, Results, Discussion).	Procedural; uses headings, numbered steps, and bullet points.



Feature	Creative English	Academic English	Technical English
Audience	General readers, fans of literature/art.	Scholars, researchers, and students.	Users, technicians, or operators of equipment.
Example Phrasing	"The sun dipped below the horizon like a copper coin."	"Solar radiation levels decreased significantly at sunset."	"Ensure the solar panel is angled away from direct light during maintenance."

Table 4.1 Comparison of creative, academic, and technical English

4.1.3 Importance of creativity in communication and learning

Creative communication enhances engagement by making ideas more relatable and memorable. In learning contexts, creativity encourages problem-solving, critical thinking, and collaboration. For instance, storytelling in English classes can help learners grasp complex ideas more easily, while creative writing projects allow them to practise vocabulary and grammar in meaningful ways. Creativity also fosters confidence, as learners discover their unique voice in English.

Fill in the blank: Creativity in communication encourages problem-solving, critical thinking, and _____.



Plate 4.1 Importance of creativity in communication and learning

Pilot questions 4.1

Define creativity in language use and list its main elements.



Fill in the blank: Creativity in language use involves going beyond literal meaning to include _____ devices such as imagery and metaphor.

Distinguish between creative English and academic English with one example.

Fill in the blank: Creative English is expressive and imaginative, while academic English is _____ and precise.

Explain why creativity is important in communication and learning.

Fill in the blank: Creativity in communication encourages problem-solving, critical thinking, and _____.

4.2 Language Tools for Creative Expression

4.2.1 Vocabulary choice and stylistic devices

Vocabulary choice refers to the deliberate selection of words to achieve a desired effect in writing or speech. In creative English, vocabulary is often chosen for its emotional impact, imagery, or rhythm. **Stylistic devices** are techniques such as metaphor, simile, personification, and imagery that enhance expression and make communication more engaging. For example, instead of saying "The sun rose," a creative writer might say, "The sun stretched its golden fingers across the sky."

Fill in the blank: Stylistic devices such as metaphor and imagery enhance expression and make communication more _____.

Stylistic Devices in Creative English

1. Metaphor

Description: A direct comparison between two unrelated things, stating that one thing *is* another.

Illustration: *"The classroom was a beehive of frantic activity before the final exam."*

2. Simile

Description: A comparison between two things using the words "like" or "as."

Illustration: *"Her thoughts were as scattered as dry leaves in an autumn wind."*

3. Personification

Description: Giving human qualities or emotions to non-human objects or abstract ideas.

Illustration: *"The old floorboards groaned under the weight of the secret they had kept for decades."*

4. Imagery

Description: Using vivid, sensory language to create a mental picture for the reader.

Illustration: *"The air smelled of damp earth and woodsmoke, a sharp contrast to the sterile, cold metallic walls of the laboratory."*



5. Alliteration

Description: The repetition of the same consonant sound at the beginning of closely connected words.

Illustration: *"The silver stream slithered silently through the sleeping valley."*

Box 4.2 Examples of stylistic devices in creative English

4.2.2 Sentence structures for storytelling and persuasive writing

Sentence structures in creative English vary to create rhythm, emphasis, and flow. Storytelling often uses descriptive sentences with vivid detail, while persuasive writing may employ rhetorical questions, parallel structures, or short impactful sentences. For example, in storytelling: "The forest whispered secrets through its rustling leaves." In persuasive writing: "Will you stand by and watch, or will you act?" Varying sentence structures keeps the reader engaged and strengthens the intended message.

Fill in the blank: Persuasive writing may employ rhetorical questions, parallel structures, or short _____ sentences.

Sentence Type	Focus	Purpose	Example
Descriptive (Storytelling)	Sensory detail & Adjectives	To create "vividness" and slow down the reader's pace to notice the setting.	"The rain didn't just fall; it hammered against the tin roof with a rhythmic, metallic persistence."
Narrative (Storytelling)	Action verbs & Sequence	To move the plot forward and create a sense of chronological flow.	"He grabbed the keys, slammed the door behind him, and disappeared into the fog."
Rhetorical (Persuasive)	Interrogation	To engage the reader's conscience and make an "obvious" point feel personal.	"Can we truly call ourselves a civilized society while these injustices persist?"
Parallel (Persuasive)	Repetition of form	To create a sense of balance, rhythm, and memorability (often called "the power of three").	"We must act with courage, we must speak with clarity, and we must lead with compassion."



Sentence Type	Focus	Purpose	Example
Emphatic (Persuasive)	Word order & Short sentences	To deliver a "punch" or a final, undeniable truth at the end of an argument.	"The evidence is clear. The time is now. We cannot wait."

Table 4.2 Examples of sentence structures in storytelling and persuasive writing

4.2.3 Pragmatic features in creative contexts

Pragmatic features are aspects of language use that consider context, audience, and purpose. In creative English, pragmatic features include tone, register, and audience awareness. **Tone** refers to the attitude conveyed by the writer, such as humorous, serious, or inspirational. **Register** is the level of formality chosen, which may shift depending on the audience. Audience awareness ensures that the language resonates with the intended readers or listeners. For example, a humorous tone may suit a blog post, while a formal tone may be required in a project proposal.

Fill in the blank: Pragmatic features in creative English include tone, register, and _____ awareness.

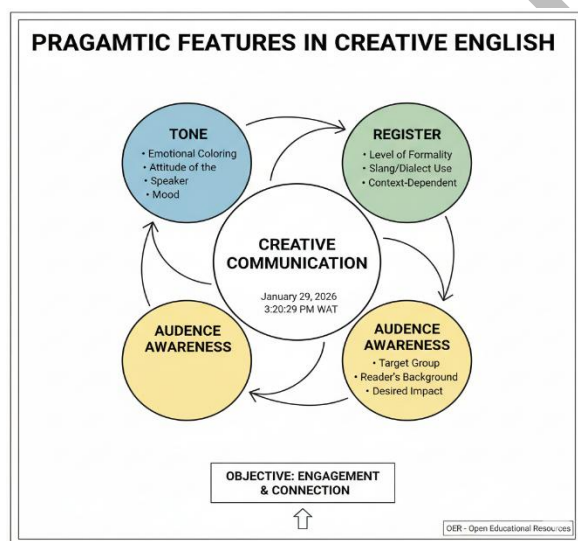


Figure 4.2 Pragmatic features in creative English

Pilot questions 4.2

Define vocabulary choice and stylistic devices, and explain their role in creative English.

Fill in the blank: Stylistic devices such as metaphor and imagery enhance expression and make communication more _____.

Identify one sentence structure used in storytelling and one used in persuasive writing.



Fill in the blank: Persuasive writing may employ rhetorical questions, parallel structures, or short _____ sentences.

Explain the role of pragmatic features such as tone and register in creative English.

Fill in the blank: Pragmatic features in creative English include tone, register, and _____ awareness.

4.3 Project-Based English Applications

4.3.1 Designing collaborative projects

Collaborative projects are group-based tasks where learners work together to produce a shared output, such as a presentation, report, or creative campaign. They encourage teamwork, communication, and the practical application of English in real-world contexts. Effective collaboration requires clear role allocation, mutual respect, and consistent communication. For example, in a group tasked with creating a campaign, one learner may draft the text, another may design visuals, and another may present findings.

Fill in the blank: Collaborative projects encourage teamwork, communication, and the practical application of _____ in real-world contexts.

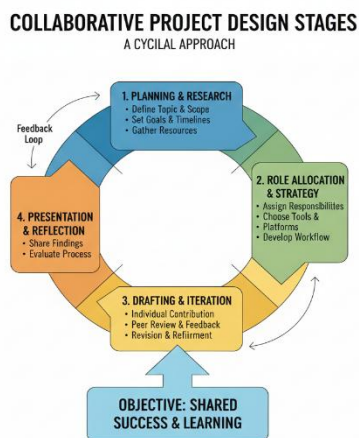


Figure 4.3 Stages of collaborative project design

4.3.2 Writing project outputs

Project outputs are the final products of collaborative or individual tasks, such as scripts, proposals, or creative essays. These outputs demonstrate the integration of vocabulary, grammar, and pragmatic features into practical communication. Writing project outputs requires clarity, organisation, and creativity. For instance, a proposal should present ideas logically and persuasively, while a creative essay should engage the reader with vivid language and narrative flow.



Fill in the blank: Writing project outputs requires clarity, organisation, and _____.

Project Output	Description	Primary Purpose
Dramatic Script	A written dialogue for stage or screen, including stage directions and character beats.	To practice naturalistic dialogue , subtext, and character-driven conflict.
Creative Proposal	A pitch for a novel, film, or exhibition, outlining the "hook" and target audience.	To practice persuasive language and market-aware writing while maintaining a creative vision.
Creative Essay	A non-fiction piece that uses narrative techniques (imagery, metaphor) to explore a real-life topic.	To blend subjective reflection with formal prose, practicing "Show, Don't Tell" in a factual context.
Short Story Collection	A series of brief narratives centered around a specific theme or genre.	To master pacing, world-building , and the economy of language.
Poetry Portfolio	A curated selection of poems exploring different forms (sonnets, free verse, etc.).	To focus intensely on phonology (sound) , rhythm, and the precision of word choice.

Table 4.3 Examples of project outputs in creative English learning

4.3.3 Challenges in project-based English and solutions

Learners often face challenges such as uneven participation, lack of organisation, or difficulty in expressing ideas creatively. **Uneven participation** occurs when some group members contribute more than others. **Organisation** refers to the ability to structure tasks and timelines effectively. **Creative expression** may be hindered by limited vocabulary or confidence. Solutions include setting clear expectations, using outlines to guide work, and encouraging peer feedback. These strategies ensure that projects remain balanced, productive, and engaging.

Fill in the blank: Uneven participation occurs when some group members contribute more than _____.

Challenges and Solutions in Project-Based English

1. Uneven Participation (The "Free Rider" Problem)

Challenge: One or two students do all the work while others remain passive, leading to resentment and unequal learning outcomes.



Solution: Role Stratification. Assign specific, interdependent roles at the start (e.g., Coordinator, Lead Researcher, Editor, Graphic Designer). Use a "Project Log" where each member must briefly document their daily contribution.

2. Lack of Organizational Structure

Challenge: Groups struggle to manage deadlines, leading to a "panic rush" at the end and a lower-quality final output.

Solution: The Milestone Method. Break the project into three distinct phases: *Discovery* (research), *Development* (drafting), and *Delivery* (finalizing). Set "Internal Deadlines" for each phase that are checked by the instructor.

3. Limited Functional Vocabulary

Challenge: Students have the ideas but lack the specific "collaborative language" needed to disagree politely, suggest alternatives, or synthesize opinions in English.

Solution: Functional Language Scaffolding. Provide a "Language Buffet" or "Cheat Sheet" of sentence starters for group work.

To Disagree: "I see your point, but have we considered...?"

To Synthesize: "Building on what Sarah said, we could..."

4. "Language Drift" (L1 Dominance)

Challenge: Students revert to their native language (L1) during group discussions because it is faster and easier than using English.

Solution: The "Language Secretary" Role. Rotate a role within the group whose job is to provide the English words when the group gets stuck. Encourage "Translingual Planning" where ideas are brainstormed in any language but must be "mapped" into English during the drafting stage.

Box 4.3 Common challenges and solutions in project-based English

Pilot questions 4.3

Define collaborative projects and explain their importance in English learning.

Fill in the blank: Collaborative projects encourage teamwork, communication, and the practical application of _____ in real-world contexts.

Identify one example of a project output and explain its purpose.

Fill in the blank: Writing project outputs requires clarity, organisation, and _____.

Explain one common challenge in project-based English and suggest a solution.

Fill in the blank: Uneven participation occurs when some group members contribute more than _____.



4.4 Practical Exercises and Case Studies

4.4.1 Case studies of creative writing in professional contexts

Case studies are detailed examples that illustrate how creative English is applied in real or simulated professional situations. They allow learners to observe how language choices, stylistic devices, and pragmatic features are used in authentic outputs such as advertising campaigns, speeches, or creative reports. Analysing case studies helps you identify effective practices and common pitfalls, which you can then apply to your own work.

Fill in the blank: Case studies allow learners to observe how language choices and stylistic devices are used in _____ outputs.

Case Study: The "Linguistic Hook" in Global Branding

The Campaign: Apple's "Think Different" (1997)

The Linguistic Move: Grammatical Category Shift (Enallage)

The Slogan: *"Think Different."*

The Creative Choice: Standard English would require the adverb "Differently" to modify the verb "Think." By using the adjective "Different," Apple treated the word as a noun (meaning "Think of different things") or a state of being.

The Impact: The "incorrect" grammar forced the reader to pause. It mirrored the brand's message of breaking rules and non-conformity. It transformed a simple command into a philosophical stance.

The Campaign: Nike's "Just Do It" (1988)

The Linguistic Move: The Imperative of Minimalist Empowerment

The Slogan: *"Just Do It."*

The Creative Choice: This uses the **Imperative Mood**—a structure usually reserved for technical instructions or commands. However, the addition of the word "Just" acts as a **modal qualifier** that minimizes the perceived difficulty of the task.

The Impact: It removed the "paralysis of analysis." By using simple, monosyllabic words, the brand created a universal, high-energy "call to action" that feels accessible to everyone.

The Campaign: Volkswagen's "Think Small" (1959)

The Linguistic Move: Paradox and Subversion

The Slogan: *"Think Small."*

The Creative Choice: At a time when American culture equated "Big" with "Better" and "Powerful," this slogan used a **paradox**. It subverted the consumer's expectations.



The Impact: It established the brand as honest and "down-to-earth." The creativity lay in the **Pragmatics**—using language that appeared to disadvantage the product to actually build trust.

Box 4.4 Case study example: Creative writing in advertising

4.4.2 Role-play and simulation activities

Role-play involves learners acting out specific roles, such as presenting a creative pitch or delivering a speech. **Simulation** recreates real-life scenarios, for example, peer-review sessions or project presentations. These activities provide a safe environment to practise creative communication skills, helping learners gain confidence in using expressive vocabulary, varied sentence structures, and appropriate tone.

Fill in the blank: Role-play involves learners acting out specific roles, while simulation recreates _____ scenarios.



Plate 4.2 Role-play activity simulating a creative pitch

4.4.3 Short project tasks

Project tasks are structured assignments that encourage learners to apply creative English independently. Examples include drafting a mini campaign, writing a short script, or preparing a creative portfolio. These tasks integrate vocabulary, grammar, and pragmatic tools into practical outputs, reinforcing skills through hands-on application. They also help learners practise organisation, clarity, and creativity, which are essential for effective communication.

Fill in the blank: Short project tasks integrate vocabulary, grammar, and _____ tools into practical outputs.



Project Task	Description	Primary Objective
Micro-Campaign	Designing a slogan and three social media posts for a fictional product.	Mastering connotative language and the "hook" to capture immediate attention.
Scene Scripting	Writing a 2-page dialogue between two characters with opposing goals.	Practicing subtext and pragmatics (saying one thing while meaning another).
Persona Portfolio	A collection of first-person reflections written from the perspective of different people.	Developing empathy and voice by shifting registers and vocabulary choices.
Visual Narrative	Pairing original photographs or art with short, "flash fiction" captions.	Learning to create synergy between text and image , where the words add meaning the image lacks.
Poetic Re-drafting	Taking a factual news report and "translating" it into a specific poetic form (e.g., a Haiku or Free Verse).	Practicing lexical precision and the rhythmic economy of language.

Table 4.4 Examples of short project tasks in creative English learning

Pilot questions 4.4

Explain what case studies are and why they are useful in creative English learning.

Fill in the blank: Case studies allow learners to observe how language choices and stylistic devices are used in _____ outputs.

Distinguish between role-play and simulation activities in creative contexts.

Fill in the blank: Role-play involves learners acting out specific roles, while simulation recreates _____ scenarios.

Identify one example of a short project task in creative English learning and state its objective.

Fill in the blank: Short project tasks integrate vocabulary, grammar, and _____ tools into practical outputs.

Series Summary

This Series has focused on the importance of creativity and project-based approaches in English learning, showing how imaginative language use can enhance communication and make learning more engaging. Its purpose has been to help you develop expressive skills while applying English in practical, collaborative, and professional contexts.



We began by exploring the foundations of creative English, identifying its features and distinguishing it from academic and technical English. Next, we examined language tools such as vocabulary choice, stylistic devices, sentence structures, and pragmatic features that shape creative expression. Moving on, we applied these tools in project-based contexts, learning how to design collaborative projects, produce outputs such as scripts or proposals, and address common challenges. Finally, we engaged with practical exercises and case studies, including role-play, simulations, and short project tasks. By completing this Series, you should now be able to define the features of creative English, demonstrate effective use of stylistic devices, apply varied sentence structures, analyse pragmatic features, design collaborative projects, evaluate challenges, and produce creative outputs, in line with the Series Learning Outcomes (SLOs).

Glossary of Terms

Academic English: A formal and precise variety of English used in universities and research contexts, focusing on clarity and objectivity.

Audience awareness: The ability to consider who will read or listen to your work, ensuring that language and tone are appropriate for them.

Case study: A detailed example of real or simulated writing or communication used to illustrate effective practices and common challenges.

Clarity: The quality of expressing ideas in a straightforward and easy-to-understand manner.

Collaborative projects: Group-based tasks where learners work together to produce shared outputs such as presentations, reports, or campaigns.

Creative communication: The use of imaginative language and techniques to make ideas more engaging, relatable, and memorable.

Creative English: Expressive and imaginative language use that focuses on engaging audiences emotionally and intellectually.

Grammar: The system of rules governing how words and sentences are structured to ensure correctness and clarity.

Imagery: A stylistic device that uses descriptive language to create vivid pictures in the reader's mind.

Organisation: The logical arrangement of ideas or tasks to ensure clarity and coherence in writing or projects.

Passive voice: A sentence structure where the focus is on the action rather than the actor, for example, "The report was written."

Pragmatic features: Aspects of language use that consider context, audience, and purpose, including tone, register, and audience awareness.

Project outputs: The final products of collaborative or individual tasks, such as scripts, proposals, or creative essays.

Project tasks: Structured assignments designed to apply creative English skills, such as drafting a campaign or writing a script.

Register: The level of formality chosen in communication, which may vary depending on the audience and context.

Role-play: An activity where learners act out specific roles, such as delivering a speech or pitching an idea, to practise communication skills.



Sentence structures: The arrangement of clauses and phrases in a sentence, which can be varied for storytelling, persuasion, or emphasis.

Simulation: A learning activity that recreates real-life scenarios, such as presentations or peer-review sessions, to practise communication.

Stylistic devices: Techniques such as metaphor, simile, personification, and imagery used to enhance creative expression.

Tone: The attitude or feeling conveyed by the writer or speaker, such as humorous, serious, or inspirational.

Vocabulary choice: The deliberate selection of words to achieve a desired effect, often chosen for emotional impact, imagery, or rhythm.

Concept Check Questions [Series 4]

Objective Questions

Creative English is expressive, imaginative, and often _____. *(Linked to SLO 4.1)*

Stylistic devices such as metaphor and imagery make communication more _____. *(Linked to SLO 4.3)*

Persuasive writing may employ rhetorical questions, parallel structures, or short _____ sentences. *(Linked to SLO 4.4)*

Pragmatic features in creative English include tone, register, and _____ awareness. *(Linked to SLO 4.5)*

Short-Answer Questions

Define creative English and explain how it differs from academic English. *(Linked to SLO 4.1)*

Identify one stylistic device and provide a short example of its use. *(Linked to SLO 4.3)*

Explain why collaborative projects are important in project-based English learning. *(Linked to SLO 4.6)*

Give one example of a project output and state its purpose. *(Linked to SLO 4.6)*

Describe one common challenge in project-based English and suggest a solution. *(Linked to SLO 4.7)*

Long-Answer Questions

Analyse the role of sentence structures in storytelling and persuasive writing, giving examples of each. *(Linked to SLO 4.4)*

Evaluate the importance of pragmatic features such as tone and register in creative communication. *(Linked to SLO 4.5)*

Design a short project task that demonstrates the application of creative English strategies. *(Linked to SLO 4.8)*

Answers to Concept Check Questions [Series 4]



Objective Questions

Subjective
Engaging
Impactful
Audience

Short-Answer Questions

Creative English is expressive and imaginative, focusing on engaging audiences emotionally and intellectually. It differs from academic English, which is formal, objective, and precise.

Example: Metaphor – “Time is a thief.” This conveys the idea that time takes away opportunities. Collaborative projects are important because they encourage teamwork, communication, and the practical application of English in real-world contexts.

Example: A proposal. Its purpose is to present ideas logically and persuasively to an audience. One common challenge is uneven participation. A solution is to set clear expectations and assign roles to ensure balanced contributions.

Long-Answer Questions

Basic response: Storytelling uses descriptive sentences with vivid detail, while persuasive writing uses rhetorical questions or short emphatic sentences. *Value-added response:* Outstanding learners may also explain how varied sentence structures create rhythm and emphasis, and how they influence audience engagement in different contexts.

Basic response: Pragmatic features such as tone and register are important because they ensure language is appropriate for the audience and purpose. *Value-added response:* Outstanding learners may extend this by discussing how tone shapes emotional impact, how register influences credibility, and how audience awareness ensures effective communication across diverse contexts.

Basic response: A short project task could be drafting a creative campaign, with the objective of applying vocabulary and stylistic devices to persuade an audience. *Value-added response:* Outstanding learners may design a more detailed project, such as a mini portfolio combining a script, a proposal, and a reflective commentary, showing mastery of creativity, organisation, and pragmatic awareness.

Answers to Pilot Questions [Series 4]

Part 4.1 Foundations of Creative English

Creativity in language use is the ability to employ words, expressions, and structures imaginatively. Its main elements include imagery, metaphor, symbolism, and originality.

Imagery

Creative English is expressive and imaginative, while academic English is formal and precise.

Example: “The sky blushed with the colours of dawn” (creative) versus “The sky displayed hues of red and orange at sunrise” (academic).



Formal

Creativity is important because it makes communication engaging, encourages problem-solving, critical thinking, and collaboration.

Collaboration

Part 4.2 Language Tools for Creative Expression

Vocabulary choice refers to selecting words deliberately for effect, while stylistic devices are techniques such as metaphor and imagery that enhance expression.

Engaging

Storytelling often uses descriptive sentences, while persuasive writing uses rhetorical questions or short emphatic sentences.

Impactful

Pragmatic features such as tone and register ensure language is appropriate for the audience and purpose.

Audience

Part 4.3 Project-Based English Applications

Collaborative projects are group-based tasks that encourage teamwork, communication, and practical application of English.

English

Example: A creative essay. Its purpose is to engage the reader with vivid language and narrative flow.

Creativity

One common challenge is uneven participation. A solution is to set clear expectations and assign roles.

Others

Part 4.4 Practical Exercises and Case Studies

Case studies are detailed examples of creative English in practice. They are useful because they illustrate effective techniques and highlight common challenges.

Professional

Role-play involves learners acting out specific roles, while simulation recreates real-life scenarios.

Real-life

Example: Drafting a mini campaign. Its objective is to apply creative English strategies to persuade an audience.

Pragmatic

References and Attributions [Series 4]

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Illustrations

Figure 4.1 Elements of creativity in language use

Attribution: AI-generated. Prompt: “Create a diagram showing creativity in language use with branches for imagery, metaphor, symbolism, and originality.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “creativity in language use diagram OER.”

Table 4.1 Comparison of creative, academic, and technical English

Attribution: AI-generated. Prompt: “Generate a table comparing creative, academic, and technical English across purpose, style, and examples.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “creative vs academic vs technical English comparison table OER.”

Plate 4.1 Importance of creativity in communication and learning

Attribution: AI-generated. Prompt: “Create an image showing students engaged in a creative group activity such as storytelling or brainstorming.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “creative communication learning classroom OER image.”

Box 4.2 Examples of stylistic devices in creative English

Attribution: AI-generated. Prompt: “Create a text box listing examples of stylistic devices in creative English with short examples.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “stylistic devices examples creative writing OER.”

Table 4.2 Examples of sentence structures in storytelling and persuasive writing

Attribution: AI-generated. Prompt: “Generate a table comparing sentence structures in storytelling and persuasive writing with examples.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “sentence structures storytelling persuasive writing comparison table OER.”

Figure 4.2 Pragmatic features in creative English

Attribution: AI-generated. Prompt: “Create a diagram showing pragmatic features in creative English: tone, register, and audience awareness.” Platform: Microsoft Copilot graphic generation.



Alternative OER source: “pragmatic features creative English diagram OER.”

Figure 4.3 Stages of collaborative project design

Attribution: AI-generated. Prompt: “Create a diagram showing the stages of collaborative projects: planning, role allocation, drafting, and presentation.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “collaborative project design stages diagram OER.”

Table 4.3 Examples of project outputs in creative English learning

Attribution: AI-generated. Prompt: “Generate a table listing examples of project outputs in creative English learning with their purposes.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “project outputs examples creative English OER.”

Box 4.3 Common challenges and solutions in project-based English

Attribution: AI-generated. Prompt: “Create a text box listing common challenges in project-based English and practical solutions.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “project-based English challenges and solutions OER.”

Box 4.4 Case study example: Creative writing in advertising

Attribution: AI-generated. Prompt: “Create a text box showing a case study of creative English used in advertising campaigns.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “creative English case study advertising OER.”

Plate 4.2 Role-play activity simulating a creative pitch

Attribution: AI-generated. Prompt: “Create an image showing students role-playing a creative pitch in a classroom setting.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “creative English role-play simulation classroom OER image.”

Table 4.4 Examples of short project tasks in creative English learning

Attribution: AI-generated. Prompt: “Generate a table listing short project tasks in creative English learning with objectives.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “creative English project tasks examples OER.”

Course code: ENG 405

Course title: English for Specific Purposes

Course credit load: 2 Units



Series 1: English Tools for Specific Contexts

Series 2: Technical and Vocational English Applications

Series 3: Academic English for Research and Writing

Series 4: Creative and Project-Based English Practices

Series 5: English in Political and Campaign Communication

Proposed Outline for Series 5

Part .1 Foundations of Political Communication

- 5.1.1 Defining political communication
- 5.1.2 Historical and contemporary contexts of political language
- 5.1.3 Key features of political discourse

Part .2 Language Strategies in Political and Campaign Communication

- 5.2.1 Persuasive techniques (rhetoric, repetition, emotional appeal)
- 5.2.2 Framing and agenda-setting in political language
- 5.2.3 Use of slogans, metaphors, and soundbites

Part .3 Campaign Communication Practices

- 5.3.1 Writing campaign speeches and manifestos
- 5.3.2 Designing campaign messages for different media (print, broadcast, digital)
- 5.3.3 Analysing audience and tailoring communication

Part .4 Case Studies and Practical Exercises

- 5.4.1 Case studies of political speeches and campaigns
- 5.4.2 Role-play and simulation of campaign scenarios
- 5.4.3 Short project tasks (e.g., drafting a campaign speech or slogan)

Introduction

Political communication shapes public opinion, influences decision-making, and drives collective action. From campaign speeches to slogans and manifestos, the language used in politics is carefully crafted to persuade, inspire, and mobilise audiences. Understanding how English functions in these contexts is essential for anyone seeking to analyse or participate in political and campaign discourse. This Series will help you appreciate the power of language in shaping political narratives and equip you with practical skills for effective communication.



The aim of this Series is to introduce you to the strategies and practices of political and campaign communication, enabling you to analyse political discourse and design persuasive messages that suit different audiences and contexts.

We shall commence this Series by examining the foundations of political communication, including its definition, historical background, and key features. Next, we will explore language strategies such as rhetoric, framing, and the use of slogans and soundbites. Following that, we will move on to campaign communication practices, where you will learn how to write speeches, manifestos, and design messages for different media. Finally, we will wrap up with case studies and practical exercises, including role-play and short project tasks, to consolidate your learning and give you hands-on experience in political and campaign communication.

Series Learning Outcomes

Upon completing this Series, you should be able to:

SLO 5.1 **define** political communication and identify its key features,
SLO 5.2 **explain** the historical and contemporary contexts of political language,
SLO 5.3 **analyse** persuasive techniques such as rhetoric, repetition, and emotional appeal in political discourse,
SLO 5.4 **evaluate** the use of framing, slogans, metaphors, and soundbites in campaign communication,
SLO 5.5 **demonstrate** how to write campaign speeches and manifestos with clarity and persuasive impact,
SLO 5.6 **design** campaign messages tailored for different media platforms including print, broadcast, and digital,
SLO 5.7 **apply** audience analysis to adapt political and campaign communication effectively, and
SLO 5.8 **produce** practical outputs through case studies, role-play, and short project tasks that simulate real campaign scenarios.

5.1 Foundations of Political Communication

5.1.1 Defining political communication

Political communication refers to the use of language and media to convey political ideas, policies, and values to the public. It involves deliberate strategies to inform, persuade, and mobilise audiences in political contexts. Political communication can take many forms, including speeches, debates, press releases, campaign advertisements, and social media posts.

Fill in the blank: Political communication involves deliberate strategies to inform, persuade, and _____ audiences in political contexts.



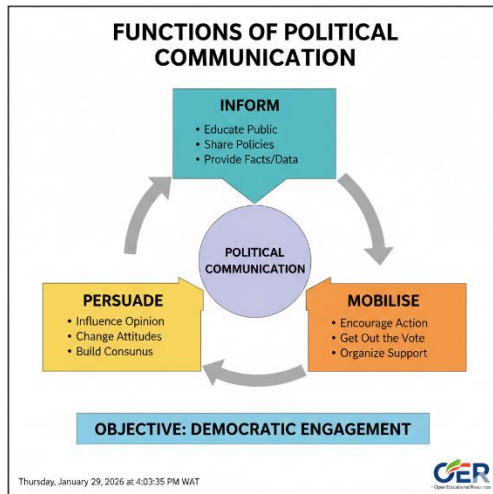


Figure 5.1 Functions of political communication

5.1.2 Historical and contemporary contexts of political language

Political language is the specialised use of words and expressions in political settings, shaped by historical traditions and contemporary practices. Historically, political speeches were delivered in formal settings such as parliaments or town halls, often relying on rhetoric and oratory. In contemporary contexts, political language extends to digital platforms, where short, impactful messages such as tweets and soundbites dominate. This evolution reflects changes in technology, audience behaviour, and the speed of information dissemination.

Fill in the blank: In contemporary contexts, political language often relies on short, impactful messages such as _____ and soundbites.



POLITICAL LANGUAGE: THEN & NOW



5.1.3 Key features of political discourse

Political discourse refers to the structured way in which political communication is expressed through speeches, debates, and media. Its key features include **rhetoric** (the art of persuasive speaking), **framing** (presenting issues from a particular perspective), and **agenda-setting** (prioritising topics for public discussion). These features shape how audiences interpret political messages and influence their responses. For example, framing a tax policy as “relief for working families” rather than “government spending” changes how the public perceives it.

Fill in the blank: Key features of political discourse include rhetoric, framing, and _____-setting.

Concept	Definition	Example in Practice
Rhetoric	The ancient art of persuasive speaking or writing, utilizing ethos (credibility), pathos (emotion), and logos (logic).	A leader using a metaphor like "a rising tide lifts all boats" to argue for economic policies that favor the wealthy.
Framing	The way information is presented to highlight specific aspects of an issue while obscuring others, influencing interpretation.	Describing a policy as a "Safety Net" (focusing on protection) vs. a "Handout" (focusing on dependency).
Agenda-Setting	The ability of political actors and media to influence which topics are viewed as the most important or "urgent" in the public mind.	Repeatedly focusing on "Border Security" in the news to ensure it becomes the primary concern for voters during an election cycle.

Table 5.1 Key features of political discourse

Pilot questions 5.1

Define political communication and state its three main functions.

Fill in the blank: Political communication involves deliberate strategies to inform, persuade, and _____ audiences in political contexts.

Explain how political language has evolved from historical to contemporary contexts.

Fill in the blank: In contemporary contexts, political language often relies on short, impactful messages such as _____ and soundbites.

Identify three key features of political discourse and explain their significance.

Fill in the blank: Key features of political discourse include rhetoric, framing, and _____-setting.



5.2 Language Strategies in Political and Campaign Communication

5.2.1 Persuasive techniques (rhetoric, repetition, emotional appeal)

Persuasive techniques are methods used to influence audiences and gain support in political communication. **Rhetoric** is the art of persuasive speaking or writing, often using devices such as ethos (credibility), pathos (emotion), and logos (logic). **Repetition** reinforces key ideas by restating them, making messages more memorable. **Emotional appeal** connects with the audience's feelings, inspiring trust, fear, hope, or pride. For example, repeating a slogan such as "Change we need" ensures it sticks in the minds of listeners.

Fill in the blank: Persuasive techniques such as rhetoric, repetition, and _____ appeal are used to influence audiences.

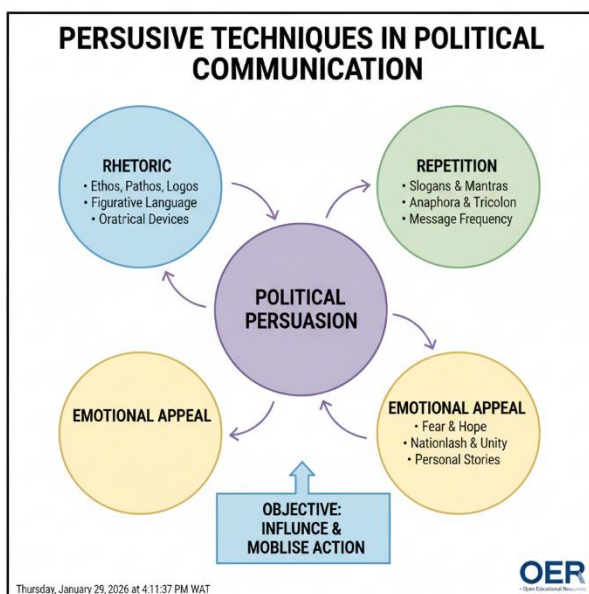


Figure 5.2 Persuasive techniques in political communication

5.2.2 Framing and agenda-setting in political language

Framing refers to presenting an issue from a particular perspective to shape how audiences interpret it. For example, describing a tax policy as "relief for working families" frames it positively, while calling it "government spending" frames it negatively. **Agenda-setting** is the process of prioritising certain topics for public discussion, influencing what people think about, even if not how they think. Together, framing and agenda-setting guide public perception and focus attention on specific issues.

Fill in the blank: Framing presents an issue from a particular perspective, while _____-setting prioritises topics for public discussion.



Agenda-Setting	Definition
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What are growtn	Hob-killing Job-ure legislation
Fronus set thet to the lowm	Sustainable future Initiators
Medice: Levuco Focus	Describien the tabk Future ve initiative

Example in Political Language

Framing	Frample Issue
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Table 5.2 Framing and agenda-setting in political language

5.2.3 Use of slogans, metaphors, and soundbites

Slogans are short, memorable phrases used in campaigns to capture attention and summarise key messages. **Metaphors** are comparisons that explain complex ideas in simple, relatable terms, such as “building bridges” to represent unity. **Soundbites** are brief, impactful statements designed for media coverage, often repeated to reinforce a campaign’s message. These tools make political communication accessible, memorable, and persuasive.

Fill in the blank: Short, memorable phrases used in campaigns to capture attention and summarise key messages are called _____.

Linguistic Tools in Political Campaigns

1. Slogans

Definition: A short, catchy phrase used to encapsulate a candidate's entire platform or vision.

Example: *"Stronger Together"* (Hillary Clinton, 2016)

Explanation: This slogan uses **parallelism** and inclusive pronouns to suggest unity. It serves as a broad conceptualization of an entire government agenda, simplifying complex policies into a single, digestible emotion.

2. Metaphors

Definition: A figure of speech that describes an object or action in a way that isn’t literally true, but helps explain an idea or make a comparison.

Example: *"Drain the Swamp"* (Donald Trump, 2016)



Explanation: This is a **structural metaphor** that maps the source domain of "waste/pollution" onto the target domain of "government bureaucracy." It makes the abstract idea of reform feel like a tangible, necessary physical cleanup.

3. Soundbites

Definition: A very short clip of a speech that is "extracted" by the media for its high impact and memorability.

Example: *"Ask not what your country can do for you..."* (John F. Kennedy, 1961)

Explanation: This uses **Antimetabole** (reversing the order of words in successive clauses). It is designed for "portability"—it is easy to quote and carry around, eventually becoming a bit of authoritative common language.

4. Catchphrases / Mantras

Definition: A repeated phrase used to anchor a specific policy or response.

Example: *"Build Back Better"* (Joe Biden, 2020)

Explanation: This utilizes **alliteration** (the 'B' sounds) to create a rhythmic pattern. Such patterns are "sonically pleasing" and persistent in the memories of voters, even if they don't know the specific details of the bill.

Box 5.2 Examples of slogans, metaphors, and soundbites in campaigns

Pilot questions 5.2

Define rhetoric and explain its role in political communication.

Fill in the blank: Persuasive techniques such as rhetoric, repetition, and _____ appeal are used to influence audiences.

Explain the difference between framing and agenda-setting with one example each.

Fill in the blank: Framing presents an issue from a particular perspective, while _____-setting prioritises topics for public discussion.

Identify one slogan, one metaphor, and one soundbite used in political campaigns.

Fill in the blank: Short, memorable phrases used in campaigns to capture attention and summarise key messages are called _____.

5.3 Campaign Communication Practices

5.3.1 Writing campaign speeches and manifestos

Campaign speeches are oral presentations delivered by political candidates or representatives to persuade, inspire, and mobilise audiences. They often combine rhetorical devices, emotional appeals, and clear policy statements. **Manifestos** are written documents outlining a party's or candidate's vision, goals, and promises. Both speeches and manifestos must be clear, persuasive,



and tailored to the needs of the audience. For example, a manifesto might highlight economic reforms, while a speech could focus on motivating supporters to act.

Fill in the blank: Campaign speeches are oral presentations designed to persuade and mobilise audiences, while manifestos are _____ documents outlining goals and promises.

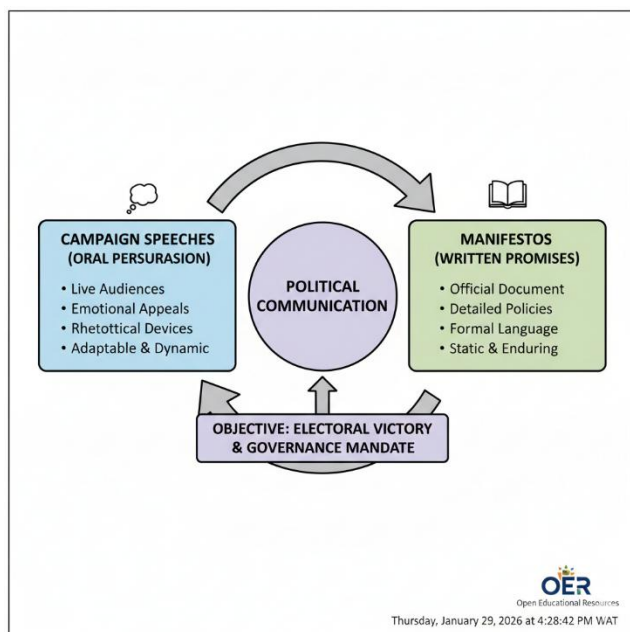


Figure 5.3 Campaign speeches and manifestos

5.3.2 Designing campaign messages for different media (print, broadcast, digital)

Campaign messages are carefully crafted communications that convey a candidate's or party's key ideas. In print media, messages may appear as posters, flyers, or newspaper articles. In broadcast media, they are delivered through radio and television advertisements. In digital media, they include social media posts, online videos, and targeted emails. Each medium requires adaptation of tone, length, and style to suit its audience. For instance, a slogan on a poster must be short and striking, while a digital post may include hashtags and visuals for wider reach.

Fill in the blank: Campaign messages in digital media often include hashtags and _____ to increase visibility and engagement.

Feature	Print Media (Newspapers, Brochures)	Broadcast Media (TV, Radio)	Digital Media (Social Media, Email)
Pacing	Static & Reflective: Allows for long-form	Dynamic & Time-Bound: Restricted by	Real-Time & Viral: Immediate updates; designed for rapid



Feature	Print Media (Newspapers, Brochures)	Broadcast Media (TV, Radio)	Digital Media (Social Media, Email)
	arguments and detailed policy plans.	15–60 second slots; requires high impact.	sharing and engagement.
Language	Formal, precise, and authoritative. Often uses the "Inverted Pyramid" structure.	Conversational, rhythmic, and emotive. Relies heavily on the "Soundbite."	Informal, punchy, and visual. Uses hashtags, emojis, and "Call to Action" links.
Reach	Targeted/Local: Best for geographic or niche interest targeting.	Mass Audience: Ideal for building broad national awareness and "Pulse."	Hyper-Targeted: Uses data to reach individuals based on specific interests and behaviors.
Example	A 4-page local flyer detailing a candidate's plan for a new school.	A 30-second TV ad featuring a dramatic voiceover and patriotic music.	A 10-second TikTok video showing a "behind-the-scenes" look at a campaign rally.

Table 5.3 Campaign messages across different media

5.3.3 Analysing audience and tailoring communication

Audience analysis is the process of identifying the characteristics, needs, and preferences of the people a campaign seeks to reach. This includes demographics (age, gender, education), psychographics (values, beliefs, interests), and situational factors (location, timing, political climate). Tailoring communication means adjusting language, tone, and content to resonate with the specific audience. For example, a campaign targeting young voters may use informal language and digital platforms, while one addressing professionals may adopt a formal tone and focus on policy detail.

Fill in the blank: Audience analysis involves identifying demographics, psychographics, and _____ factors to tailor communication effectively.

Audience Analysis & Tailored Communication

1. Demographics

Definition: Statistical data relating to a population (age, gender, income, education, location).



Communication Example: A campaign for a retirement plan uses **formal, reassuring language** and serif fonts to appeal to older, more conservative demographics.

Tailoring Move: Focusing on "Legacy" and "Security."

2. Psychographics

Definition: The study of people according to their attitudes, aspirations, values, and lifestyle.

Communication Example: An advertisement for an electric car focuses on **moral urgency and innovation** to appeal to eco-conscious, "early-adopter" psychographics.

Tailoring Move: Focusing on "Purpose" and "Progress."

3. Situational Factors

Definition: The specific context in which the message is received (time of day, current events, physical setting, urgency).

Communication Example: A government alert during a natural disaster uses **short, imperative sentences** ("Evacuate Now") to account for the high-stress, low-time situation of the audience.

Tailoring Move: Focusing on "Directness" and "Clarity."

Box 5.3 Audience analysis and tailored communication strategies

Pilot questions 5.3

Define campaign speeches and manifestos, and explain their differences.

Fill in the blank: Campaign speeches are oral presentations designed to persuade and mobilise audiences, while manifestos are _____ documents outlining goals and promises.

Explain how campaign messages differ across print, broadcast, and digital media.

Fill in the blank: Campaign messages in digital media often include hashtags and _____ to increase visibility and engagement.

Describe the process of audience analysis and explain why it is important in campaign communication.

Fill in the blank: Audience analysis involves identifying demographics, psychographics, and _____ factors to tailor communication effectively.

5.4 Case Studies and Practical Exercises

5.4.1 Case studies of political speeches and campaigns

Case studies are detailed examinations of real or simulated examples that illustrate how political communication works in practice. By studying famous speeches or campaign strategies, learners can observe how rhetorical devices, framing, and audience analysis are applied. For instance, analysing a campaign speech may reveal how repetition and emotional appeal were used to mobilise supporters.



Fill in the blank: Case studies allow learners to observe how rhetorical devices, framing, and _____ analysis are applied in practice.

Case Study: The "New Politics" Rhetoric

The Speech: Barack Obama's "Keynote Address" (DNC 2004)

The Strategy: Moving from the "Personal" to the "Universal." Obama used his own background as a **microcosm** for the American experience.

1. Rhetorical Device: Anaphora

The Clip: *"It's the hope of slaves sitting around a fire singing freedom songs; the hope of a young naval lieutenant bravely patrolling the Mekong Delta; the hope of a mill worker's son who dares to defy the odds..."*

The Strategy: By repeating **"the hope of..."**, he creates a rhythmic momentum that links disparate groups of people (slaves, soldiers, workers) into a single emotional identity.

2. Rhetorical Device: Antithesis

The Clip: *"There is not a liberal America and a conservative America—there is the United States of America. There is not a Black America and a White America and Latino America and Asian America; there's the United States of America."*

The Strategy: Antithesis involves placing contrasting ideas side-by-side. Here, it is used to reject **framing** that focuses on division, replacing it with a frame of unity.

3. Rhetorical Device: Tricolon (The Power of Three)

The Clip: *"We believe in a generous America, a hopeful America, and a tolerant America."*

The Strategy: The human brain is wired to process information in threes. This tricolon provides a sense of completeness and "closure" to his argument.

Box 5.4 Case study example: Analysing a political campaign speech

5.4.2 Role-play and simulation of campaign scenarios

Role-play involves learners acting out specific roles, such as delivering a campaign speech or debating policy issues. **Simulation** recreates real-life scenarios, such as press conferences or campaign rallies, allowing learners to practise persuasive communication in a safe environment. These activities help build confidence, improve fluency, and encourage creativity.

Fill in the blank: Role-play involves acting out specific roles, while simulation recreates _____ scenarios for practice.





Plate 5.4 Role-play activity simulating a campaign rally

5.4.3 Short project tasks (e.g., drafting a campaign speech or slogan)

Project tasks are structured assignments that encourage learners to apply political communication strategies independently. Examples include drafting a campaign speech, designing a slogan, or preparing a manifesto excerpt. These tasks integrate vocabulary, stylistic devices, and pragmatic features into practical outputs. They also help learners practise organisation, clarity, and persuasion.

Fill in the blank: Short project tasks such as drafting a campaign speech or slogan integrate vocabulary, stylistic devices, and _____ features into practical outputs.

Project Task	Description	Primary Objective
Persuasive Speech	A 3-minute "stump speech" addressing a local community issue.	To master Ethos (credibility) and the use of Anaphora to build emotional momentum.
Campaign Slogan	Creating a 3- to 5-word "hook" for a fictional candidate.	To practice Syntactic Economy and the use of alliteration or rhythm for memorability.
Manifesto Excerpt	Writing a 200-word introduction to a party's policy on a specific topic (e.g., education).	To transition from emotive language to Formal Argumentation and logical "Logos."
"War Room" Tweet	Drafting a 280-character response to a breaking news event or an opponent's claim.	To practice Agenda-Setting and the ability to "frame" an issue under time pressure.



Project Task	Description	Primary Objective
Metaphor Map	Identifying a complex problem (e.g., national debt) and creating three metaphors to describe it.	To understand Conceptual Mapping and how metaphors simplify abstract issues for voters.

Table 5.4 Examples of short project tasks in political communication

Pilot questions 5.4

Explain what case studies are and why they are useful in political communication learning.
 Fill in the blank: Case studies allow learners to observe how rhetorical devices, framing, and _____ analysis are applied in practice.
 Distinguish between role-play and simulation activities in campaign contexts.
 Fill in the blank: Role-play involves acting out specific roles, while simulation recreates _____ scenarios for practice.
 Identify one example of a short project task in political communication and state its objective.
 Fill in the blank: Short project tasks such as drafting a campaign speech or slogan integrate vocabulary, stylistic devices, and _____ features into practical outputs.

Series Summary

This Series has highlighted the central role of language in shaping political and campaign communication. Its purpose has been to show how English can be used strategically to persuade, mobilise, and inform audiences in political contexts, while also equipping you with practical skills to analyse and produce campaign messages. By engaging with both theoretical foundations and applied exercises, you have been guided to appreciate the power of words in influencing public opinion and driving collective action.

We began with the foundations of political communication, examining its definition, historical development, and key features of discourse. Then, we explored language strategies such as rhetoric, repetition, framing, and the use of slogans, metaphors, and soundbites. Moving forward, we studied campaign communication practices, including how to write speeches and manifestos, design messages for different media, and tailor communication through audience analysis. Finally, we applied these concepts in case studies, role-play, and project tasks. In line with the Series Learning Outcomes, you should now be able to define and explain political communication, analyse persuasive techniques, evaluate framing and agenda-setting, design campaign messages, and produce practical outputs that demonstrate effective political and campaign communication.

Glossary of Terms

Agenda-setting: The process of prioritising certain topics for public discussion, influencing what people think about.



Audience analysis: The identification of the characteristics, needs, and preferences of the people a campaign seeks to reach.

Campaign messages: Carefully crafted communications that convey a candidate's or party's key ideas across different media.

Campaign speeches: Oral presentations delivered by political candidates or representatives to persuade, inspire, and mobilise audiences.

Case studies: Detailed examinations of real or simulated examples that illustrate how political communication works in practice.

Emotional appeal: A persuasive technique that connects with the audience's feelings, inspiring trust, fear, hope, or pride.

Framing: Presenting an issue from a particular perspective to shape how audiences interpret it.

Manifestos: Written documents outlining a party's or candidate's vision, goals, and promises.

Metaphors: Comparisons that explain complex ideas in simple, relatable terms, such as "building bridges" to represent unity.

Persuasive techniques: Methods used to influence audiences, including rhetoric, repetition, and emotional appeal.

Political communication: The use of language and media to convey political ideas, policies, and values to the public.

Political discourse: The structured way in which political communication is expressed through speeches, debates, and media.

Repetition: A persuasive technique that reinforces key ideas by restating them, making messages more memorable.

Rhetoric: The art of persuasive speaking or writing, often using credibility (ethos), emotion (pathos), and logic (logos).

Role-play: An activity where learners act out specific roles, such as delivering a speech or debating policy issues.

Simulation: A learning activity that recreates real-life scenarios, such as press conferences or campaign rallies.

Slogans: Short, memorable phrases used in campaigns to capture attention and summarise key messages.

Soundbites: Brief, impactful statements designed for media coverage, often repeated to reinforce a campaign's message.

Stylistic devices: Techniques such as metaphor, simile, personification, and imagery used to enhance creative or persuasive expression.

Tailoring communication: Adjusting language, tone, and content to resonate with a specific audience.

Concept Check Questions [Series 5]

Objective Questions

Political communication is the use of language and media to convey _____ ideas, policies, and values. *(Linked to SLO 5.1)*

The three main rhetorical appeals are ethos, pathos, and _____. *(Linked to SLO 5.3)*



Framing presents an issue from a particular perspective, while _____-setting prioritises topics for public discussion. *(Linked to SLO 5.4)*

Short, memorable phrases used in campaigns to capture attention and summarise key messages are called _____. *(Linked to SLO 5.4)*

Short-Answer Questions

Define political communication and explain its main functions. *(Linked to SLO 5.1)*

Explain how political language has evolved from historical to contemporary contexts. *(Linked to SLO 5.2)*

Identify one persuasive technique and provide an example of how it is used in political discourse. *(Linked to SLO 5.3)*

Distinguish between campaign speeches and manifestos. *(Linked to SLO 5.5)*

Describe one way campaign messages differ across print, broadcast, and digital media. *(Linked to SLO 5.6)*

Explain why audience analysis is important in campaign communication. *(Linked to SLO 5.7)*

Long-Answer Questions

Analyse the role of repetition and emotional appeal in campaign speeches, giving examples of each. *(Linked to SLO 5.3)*

Evaluate the effectiveness of slogans, metaphors, and soundbites in shaping public opinion during campaigns. *(Linked to SLO 5.4)*

Design a short project task that demonstrates the application of political communication strategies, such as drafting a speech or slogan. *(Linked to SLO 5.8)*

[Answers to Concept Check Questions \[Series 5\]](#)

Objective Questions

Political
Logos
Agenda
Slogans

Short-Answer Questions

Political communication is the use of language and media to convey political ideas, policies, and values. Its main functions are to inform, persuade, and mobilise audiences.

Historically, political language relied on formal speeches and oratory, while today it includes digital platforms such as social media, where short, impactful messages dominate.

Example: Repetition – repeating a slogan like “Change we need” reinforces the message and makes it memorable.

Campaign speeches are oral presentations designed to persuade and inspire audiences, while manifestos are written documents outlining a party’s or candidate’s vision, goals, and promises.



In print media, messages are often longer and detailed, while in digital media they are short, visual, and interactive.

Audience analysis ensures communication is tailored to the needs, values, and preferences of the audience, making it more persuasive and effective.

Long-Answer Questions

Basic response: Repetition reinforces key ideas by restating them, while emotional appeal connects with the audience's feelings. *Value-added response:* Outstanding learners may also explain how repetition creates rhythm and emphasis, while emotional appeal inspires trust, fear, or hope, influencing audience behaviour in different contexts.

Basic response: Slogans, metaphors, and soundbites are effective because they simplify complex ideas and make messages memorable. *Value-added response:* Outstanding learners may extend this by evaluating how these tools shape public opinion, noting their role in media coverage, and discussing potential risks such as oversimplification or manipulation.

Basic response: A short project task could be drafting a campaign speech that uses repetition and emotional appeal to persuade an audience. *Value-added response:* Outstanding learners may design a more detailed project, such as creating a campaign portfolio with a speech, slogan, and manifesto excerpt, showing mastery of persuasive techniques and audience analysis.

Answers to Pilot Questions [Series 5]

Part 5.1 Foundations of Political Communication

Political communication is the use of language and media to convey political ideas, policies, and values. Its three main functions are to inform, persuade, and mobilise audiences.

Mobilise

Political language has evolved from formal speeches and oratory in historical contexts to short, impactful messages such as tweets and soundbites in contemporary contexts.

Tweets

The three key features of political discourse are rhetoric, framing, and agenda-setting. They are significant because they shape how audiences interpret political messages and influence their responses.

Agenda

Part 5.2 Language Strategies in Political and Campaign Communication

Rhetoric is the art of persuasive speaking or writing, using ethos (credibility), pathos (emotion), and logos (logic). It plays a central role in political communication by making arguments convincing and memorable.

Emotional

Framing presents an issue from a particular perspective, while agenda-setting prioritises topics for public discussion. Example of framing: describing a tax policy as “relief for working families.” Example of agenda-setting: focusing media coverage on healthcare reform.

Agenda



Example of slogan: “Yes We Can.” Example of metaphor: “Building bridges” to represent unity. Example of soundbite: “Make America Great Again.”
Slogans

Part 5.3 Campaign Communication Practices

Campaign speeches are oral presentations designed to persuade and mobilise audiences, while manifestos are written documents outlining a party’s or candidate’s vision, goals, and promises.

Written

Campaign messages differ across media: print messages are longer and detailed, broadcast messages are delivered through radio or television, and digital messages are short, visual, and interactive.

Visuals

Audience analysis involves identifying demographics, psychographics, and situational factors. It is important because it ensures communication is tailored to resonate with the specific audience.

Situational

Part 5.4 Case Studies and Practical Exercises

Case studies are detailed examinations of real or simulated examples. They are useful because they illustrate how rhetorical devices, framing, and audience analysis are applied in practice.

Audience

Role-play involves acting out specific roles, while simulation recreates real-life scenarios in a safe environment.

Real-life

Example: Drafting a campaign speech. Its objective is to apply persuasive techniques to mobilise an audience.

Pragmatic

References and Attributions [Series 5]

General References

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Illustrations

Figure 5.1 Functions of political communication



Attribution: AI-generated. Prompt: “Create a diagram showing the three main functions of political communication: inform, persuade, mobilise.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “functions of political communication diagram OER.”

Plate 5.1 Historical and contemporary contexts of political language

Attribution: AI-generated. Prompt: “Create an image showing a politician delivering a speech in a traditional setting alongside a modern campaign tweet.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “political language historical vs contemporary OER image.”

Table 5.1 Key features of political discourse

Attribution: AI-generated. Prompt: “Generate a table listing rhetoric, framing, and agenda-setting with definitions and examples.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “key features of political discourse table OER.”

Figure 5.2 Persuasive techniques in political communication

Attribution: AI-generated. Prompt: “Create a diagram showing persuasive techniques in political communication: rhetoric, repetition, emotional appeal.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “persuasive techniques rhetoric repetition emotional appeal diagram OER.”

Table 5.2 Framing and agenda-setting in political language

Attribution: AI-generated. Prompt: “Generate a table comparing framing and agenda-setting in political language with definitions and examples.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “framing vs agenda-setting political communication table OER.”

Box 5.2 Examples of slogans, metaphors, and soundbites in campaigns

Attribution: AI-generated. Prompt: “Create a text box listing examples of slogans, metaphors, and soundbites in political campaigns.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “examples of slogans metaphors soundbites political campaigns OER.”

Figure 5.3 Campaign speeches and manifestos

Attribution: AI-generated. Prompt: “Create a diagram showing the relationship between campaign speeches and manifestos in political communication.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “campaign speeches vs manifestos diagram OER.”

Table 5.3 Campaign messages across different media



Attribution: AI-generated. Prompt: “Generate a table comparing campaign messages in print, broadcast, and digital media with examples.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “campaign messages print broadcast digital comparison table OER.”

Box 5.3 Audience analysis and tailored communication strategies

Attribution: AI-generated. Prompt: “Create a text box listing demographics, psychographics, and situational factors with examples of tailored communication.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “audience analysis tailored communication strategies OER.”

Box 5.4 Case study example: Analysing a political campaign speech

Attribution: AI-generated. Prompt: “Create a text box showing a case study of a political campaign speech with rhetorical devices explained.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “political campaign speech case study OER.”

Plate 5.4 Role-play activity simulating a campaign rally

Attribution: AI-generated. Prompt: “Create an image showing students role-playing a campaign rally in a classroom setting.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “role-play simulation campaign rally classroom OER image.”

Table 5.4 Examples of short project tasks in political communication

Attribution: AI-generated. Prompt: “Generate a table listing short project tasks in political communication with objectives.” Platform: Microsoft Copilot graphic generation.

Alternative OER source: “political communication project tasks examples OER.”



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