Focus  
Writing – Text Analysis - Identifying different writing styles  

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<th>Level</th>
<th>Intermediate to Advanced</th>
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<td>Topic</td>
<td>Text Analysis – Identifying different writing styles</td>
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<td>Activity Type</td>
<td>Writing/Reading/Group work</td>
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<td>Focus</td>
<td>Identifying different writing styles; newspapers, journals, text books… Degrees of formality</td>
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<td>Time</td>
<td>Variable</td>
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<td>Key Language</td>
<td>Ellipsis, transition markers, idioms, slang, phrasal verbs, reported speech</td>
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<td>Preparation/materials required</td>
<td>Sample of texts taken from different media. Understanding the style and requirements of formal academic English.</td>
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Text Analysis  
Some writing styles to identify when comparing and contrasting texts:

- Noticeable features – such as length, use of punctuation, capitalisation and structure.
- Degrees of formality – such as vocabulary, slang, use of idiomatic language, phrasal verbs, personal pronouns and ‘dramatic language’ used to over-emphasise.
- Style of writing – such as simple/complex sentences, transition markers, reported speech (over-use) and use of ellipsis in newspaper headings (when words are left out of a sentence but the sentence can still be understood).

Task – Identifying samples of text  
Show students some extracts taken from various samples of texts.  
Ask them where they would expect to find the texts (Book, Journal, Newspaper, Magazine…)  
Can they identify different styles in the texts? Encourage students to give reasons why they think these styles have been used in that particular text.

Formal academic writing  
It is important students are aware of what features make writing academic (this can be highlighted before or after giving students sample texts to analyse). Some features include:

- Words derived from Latin/French origin  
- Single word verbs  
- Formal connecting words  
- Impersonal constructions  
- Complex sentences  
- No contractions  
- The use of abstract nouns/noun phrases  
- Use of cautious language/Hedging  
- Structure of writing  
- reference to credible sources as supporting evidence

Task – Analysing samples of text  
In groups ask students to analyse texts making notes to support of their reasons.
Text A

… Research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the language being learned (the target language), how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain L2 skills after language study is over (30; 32; 91).

Therefore, motivation is extremely important for L2 learning, and it is crucial to understand what our students’ motivations are. The currently prevalent theory (32-36; 38-42) of L2 learning motivation emphasizes integrative and instrumental aspects and has added a great deal to our understanding of how and why students learn L2s. The theory has received many positive reviews (e.g., 23) and now provides a solid base for constructing a broader theory.

… Our article suggests several ways by which the notion of L2 learning motivation might be extended. The current authors do not intend to overturn the ideas nor denigrate the major contributions of researchers such as Gardner, Lambert, Lalonde, and others, who powerfully brought motivational issues to the attention of the L2 field. We want to maintain the best of the existing L2 learning motivation theory and push its parameters outward. Therefore, we offer motivational material that is well known in the fields of general, industrial, educational, and cognitive developmental psychology but that has not yet been directly applied to the L2 field.

1 Gardner’s latest book (34) is particularly valuable; see also 33; 35; 36; 38; 39; 57; and 58 for other important resources that reveal the complexity of L2 learning motivation, attitudes, beliefs, and other affective variables.

Text B

… One MP has defected from Pasok, cutting Mr Papandreou’s parliamentary majority to two seats (152 out of 300) - ahead of a confidence vote on Friday.

The opposition has called for early elections, saying the referendum jeopardises Greece’s EU membership.

European markets have fallen sharply.

Last week, eurozone leaders agreed on a 100bn-euro loan (£86bn; $140bn) to Athens and a 50% debt write-off.

In return, Greece must make deep cuts in public spending, slashing pensions and wages and making thousands of civil servants redundant.

‘Blackmail’

Earlier on Tuesday, Pasok MP Milena Apostolaki quit the parliamentary group but said she would keep her seat to fight the referendum as an independent.

‘I have an obligation to resist this erroneous political choice that divides the nation,’ she said.