

I'm not robot  reCAPTCHA

**Continue**



**Table of the Academic Word List**

Available online at [www.science-direct.com](http://www.science-direct.com)

Journal of Second Language Writing 16 (2007) 129–147

Number	Word	Frequency
1	about	1000
2	above	1000
3	across	1000
4	after	1000
5	against	1000
6	ago	1000
7	along	1000
8	among	1000
9	and	1000
10	another	1000
11	any	1000
12	anyone	1000
13	anything	1000
14	are	1000
15	as	1000
16	at	1000
17	at all	1000
18	at the	1000
19	back	1000
20	back to	1000
21	back to	1000
22	back to	1000
23	back to	1000
24	back to	1000
25	back to	1000
26	back to	1000
27	back to	1000
28	back to	1000
29	back to	1000
30	back to	1000



### Preparing writing teachers to teach the vocabulary and grammar of academic prose

Averil Coxhead\*, Pat Byrd

School of Language Studies, Massey University Palmerston North, Private Bag 11 222, Palmerston North, New Zealand

**Abstract**

Over the years, substantial shifts in theory, belief, and practice have occurred in the teaching of language, specifically vocabulary, grammar, or their combination in lexicogrammatical features of a language as part of the writing class or curriculum (Paltridge, 2004; Reid, 1993, 2006). Much of the instruction in L2 writing for adult learners who are preparing for degree study in an English-medium college or university focuses on academic writing; one result of this interest in academic writing is a growing body of research data that provides insights into the language of academic discourse and the various registers that make up that discourse, demonstrating that vocabulary and associated grammar characterize particular discourse types (Biber & Conrad, 1999, 2004; Biber, Conrad, & Cortes, in press; Biber, Conrad, Reppen, Byrd, & Helt, 2002; Coxhead, 2000; Schleppegrell, 2004; Schleppegrell, Achugar, & Orteiza, 2004; Schleppegrell & Colombi, 2002). Through knowledge of that literature and the development of skill at analyzing particular examples of academic writing, teachers can learn to identify the language that their students need to become fluent writers of various types of English academic prose. In this article, we review recent scholarship on the nature of the vocabulary and grammar that characterize academic writing. In addition to the discussion of published research and theory on language-in-use focused on academic prose, we also include a selected listing of web-based resources to be used for teacher development. We also suggest practical ways that teacher educators can bring the study of academic language into the preparation of writing teachers to teach the vocabulary and grammar of academic prose.

© 2007 Elsevier Inc. All rights reserved.

**Keywords:** Applied corpus linguistics; Language-in-use; Lexicogrammatical features of academic writing; On-line resources; Teacher development

\* Corresponding author. Tel.: + 64 6 356 9099x7923; fax: +64 6 350 2271.  
 E-mail address: [a.coxhead@massey.ac.nz](mailto:a.coxhead@massey.ac.nz) (A. Coxhead).

1060-3743/\$ – see front matter © 2007 Elsevier Inc. All rights reserved.  
 doi:10.1016/j.jslw.2007.07.002



