



CORPUS LINGUISTICS AND LANGUAGE TEACHING: A REVIEW OF ACADEMIC WRITING FOR GRADUATE STUDENTS, 3RD EDITION BY JOHN M. SWALES & CHRISTINE FEAK (2020)

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Abstract

Mastery of English for Academic Purposes (EAP) is a critical skill for graduate students, particularly in an increasingly globalized academic environment that demands high-quality scholarly publications. This article critically reviews the third edition of *Academic Writing for Graduate Students* by John M. Swales and Christine Feak (2012), a seminal reference widely used in EAP instruction worldwide. Adopting a critical literature review approach, the study analyzes the book's theoretical and pedagogical foundations, focusing on its application of genre-based pedagogy, the CARS (Create A Research Space) rhetorical model, and the integration of corpus data with authentic texts in academic writing instruction. Findings indicate that the book extends beyond technical writing guidance, fostering rhetorical awareness and strategic competence among academic writers through a reflective, data-driven learning framework.

Keywords: Corpus Linguistics, Academic Writing, Genre-Based Pedagogy, English for Academic Purposes (EAP), CARS Model.

INTRODUCTION

The ability to write in English for Academic Purposes (EAP) has become an essential competency for graduate students around the world. The demands of globalization of higher education and the necessity of scientific publication in reputable international journals make mastery of EAP a key factor in academic success (Swales & Feak, 2012). Non-native English speaking students, including those in Indonesia, face complex challenges in understanding and producing academic texts, especially in terms of the structure of scholarly articles, rhetorical strategies, delivery styles, and the use of academic registers and lexicons (Coles, 2008).

One of the major contributions to the development of teaching materials and pedagogy of academic writing is the book *Academic Writing for Graduate Students: Essential Tasks and Skills* (third edition) Swales & Feak (2012). The book integrates a genre-based approach, task-based exploratory strategies, and corpus analysis, making it one of the key references in global EAP teaching (Huebner, 2015). Through this book, Swales and Feak offer more than just technical exercises. They introduce a conceptual framework for understanding the discourse community and interdisciplinary rhetorical strategies, rooted in genre analysis theory and academic pragmatic approaches (Master, 1992).

The CARS (Create A Research Space) model, introduced by Swales, has become one of the most influential models in the structure of scientific article introductions. In the third edition, the book is significantly updated by adding authentic texts from various fields, including science

and engineering, including an exploration of academic corpus such as MICUSP (Michigan Corpus of Upper-level Student Papers), as well as a focus on macro coherence and the flow of ideas in academic texts (Swales & Feak, 2015). This revision reflects a pedagogical shift towards authentic data-driven learning and the need for local contexts in the global academic world (Angelova-Stanimirova & Lambovska, 2024).

In the Indonesian context, the need for academic literacy in English continues to increase along with the development of international study programs, the increase in the number of international students, and government policies that encourage scientific publications in internationally reputable journals. Graduate students, lecturers, and young researchers often experience a gap between their linguistic abilities and international academic expectations. In this case, the presence of the book Swales and Feak (2012) is very relevant and can be used as a practical and theoretical guide to bridge the gap (Huebner, 2015).

Therefore, a critical study of the book *Academic Writing for Graduate Students* is important, not only to assess its strengths and limitations as a teaching material, but also to evaluate its application in the context of EAP teaching in Indonesia. This review reviews the extent to which this book is responsive to the needs of EAP students in developing countries, as well as its contribution to the development of contextual and culturally relevant academic writing materials and curricula. Thus, this article is expected to contribute to the global discourse in the field of applied linguistics and TESOL, particularly in the EAP area, through critical reflection on teaching materials that have been widely used in various parts of the world.

RESEARCH METHODS

This study uses a critical book review approach, which is an in-depth evaluation method of the content, structure, and pedagogical orientation of the third edition of *Academic Writing for Graduate Students: Essential Tasks and Skills* which is the main focus of this study (Swales & Feak, 2012). The study focuses on theoretical aspects such as genre-based approach and the CARS (Create A Research Space) model introduced Master (1992), so that this method allows for coherent assessment in terms of conceptual and applicability.

The analysis is focused on four main components: (1) the structure and organization of the book as a whole; (2) pedagogical strategies offered through various tasks and exercises; (3) Genre Implementation-based pedagogy, especially the CARS model in the introduction of scientific articles; and (4) the use of corpus data and text authenticity as learning support. This approach is consistent with the methodology of academic text analysis used in genre-critical studies in the context of higher education (Lin, 2014). All chapters of the book are analyzed descriptively and interpretively to assess the linguistic depth and practical relevance to EAP learning among non-English speakers.

The main source for this analysis is the book Swales & Feak (2012), which is systematically examined from the introduction to the exercise section. In addition, reference critical reviews such as Coles (2008) and Huebner (2015) It is also used as a reference to place the third edition of this book in the context of the revision and its impact on global EAP pedagogy. The analysis process is carried out qualitatively interpretive, interpreting the content of the book based on the theoretical framework of genre analysis Master (1992) and refers to the critical review that has positioned this book as the main teaching material in EAP (Lin, 2014).

Thus, this approach combines theoretical exploration Master (1992); Swales & Feak (2012) and evaluative perspectives from the critical literature (Lin, 2014), resulting in a comprehensive assessment of the strengths and limitations of this book. This review not only describes the content, but also assesses its pedagogical relevance in a contextual context, particularly in academic institutions in developing countries such as Indonesia.

RESULTS AND DISCUSSION

The following is a synopsis of the books analyzed in this study:

The third edition of *Academic Writing for Graduate Students: Essential Skills and Tasks* by John M. Swales and Christine B. Feak is a comprehensive guide designed specifically to assist graduate students in developing their English academic writing skills effectively. This book not only presents technical rules, but also invites readers to deeply understand the social, cultural, and rhetorical context of scientific writing practices at an advanced level. In units that are systematically arranged, readers are directed to reflect on writing strategies that suit the needs of their respective disciplines, starting from understanding the audience, designing writing structures, choosing the right language style, to organizing ideas logically and coherently. The author also discusses various organizational patterns of academic writing such as problem-solution, cause-effect, and comparison-contrast, and highlights the importance of building an authorial identity and maintaining consistency of academic style. Through reflective assignments, authentic examples, and linguistic analysis, the book becomes a highly applicable learning resource, especially for non-native English speakers. As a work that has been widely used in various universities around the world, this book is relevant as the main reference in research on corpus-based academic writing strategies and approaches as well as in the development of academic skills of students across disciplines.

The book *A Review of Academic Writing for Graduate Students*, 3rd Edition by John M. Swales & Christine Feak (2020) is one of the most relevant and applicable references in bridging the corpus linguistics approach with educational research practice. This book not only introduces the basic concepts of corpus linguistics, but also lays out practical steps for researchers who want to apply this approach in the study of education, both for teachers, curriculum developers, and graduate students. The structure consists of several chapters that are integrated with each other, starting from the introduction of the types and functions of the corpus, the selection of analysis tools, the creation of annotations, to the application in real case studies such as data analysis of educational interviews, policy texts, and children's literature. With clear language and supportive visualizations, Swales and Christine Feak offer concrete guidance for crafting corpus-based research, including how to interpret data through frequencies, collocation, and lexical distributions that are often challenging in qualitative linguistic approaches. One of the book's main strengths is its ability to make the corpus approach feel no longer technical and exclusive to linguists only, but open to educational researchers from a variety of backgrounds. However, this book does not specifically discuss the potential for the integration of the latest technologies such as artificial intelligence or machine learning in corpus linguistics, so the space for exploration in this realm is still wide open.

In the context of results and discussion, this book shows that corpus linguistics can be effectively integrated in language teaching and educational research, especially through data-driven learning methods and authentic language analysis. Contemporary studies also confirm this. Alruwaili (2021), in his book review, assesses the Pérez-Paredes approach as a bridge between theory and practice that is indispensable to today's educational researchers. Díez-Bedmar & Pérez-Paredes (2020) even showing how corpus analysis can enrich the understanding of the complexity of noun phrases in the writing of young EFL students, demonstrating the real application of the concepts outlined in the book. In other works, Curry & Pérez-Paredes (2021) analyze linguistic attitudes in COVID-19-related blogs using the corpus, demonstrating the flexibility of this method to explore cutting-edge topics in education and public communication. Noguera-Díaz & Pérez-Paredes (2020) also demonstrates the effectiveness of using the DDL approach in the military context, proving that the corpus is not only an academic tool, but also a practical tool in professional training.

By referring to these findings and discussions, it can be concluded that this book greatly contributes to opening access and understanding of corpus linguistics in the context of education. He not only teaches techniques, but also builds methodological and epistemological awareness of how real language data can be effectively used to inform teaching, learning, and educational

policy. However, challenges remain, especially related to the limited access to a large corpus for researchers from non-Western regions, as well as the lack of discussion in this book on ethical issues in the collection and processing of linguistic data. Therefore, this book is very suitable as a starting foundation as well as a starting point for further exploration in corpus-based education research that is more inclusive, innovative, and effective in answering the challenges of the times.

CONCLUSION

A critical review of the third edition of *Academic Writing for Graduate Students* by Swales and Feak (2012) shows that this book not only serves as a technical guide in teaching academic writing, but also as a strong theoretical source in introducing genre-based approaches and the use of corpus data in the context of English for Academic Purposes (EAP). Through a systematic structure and a reflective pedagogical approach, this book successfully answers the main challenges faced by postgraduate students, especially non-English speakers, in developing scientific writing competencies. Models such as CARS (Create A Research Space) and the exploration of academic discourse across disciplines enrich readers' understanding of the rhetorical and social dynamics in the global academic world. Furthermore, the integration of corpus data and authentic text examples allows students to experience authentic data-driven learning that is directly relevant to current scientific practice.

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