**Academic style**

**Task 1**

*Examine the following texts and identify any significant features. Where would you find these kinds of texts and how does the language differ among them.*

a) “Ladies and gentlemen …” the hostess had announced to a full house of American University in Paris, “Our guest tonight needs no introduction. He is the author of numerous books: *The Symbology of Secret Sects, The Art of the Illuminati, The Lost Language of Ideograms*, and when I say he wrote the book on *Religious Iconology*, I mean that quite literally. Many of you use his textbooks in class.”

The students in the crowd nodded enthusiastically.

“I had planned to introduce him tonight by sharing his impressive curriculum vitae. However, ...” She glanced playfully at Langdon, who was seated onstage. “An audience member has just handed me a far more, shall we say …*intriguing* introduction.”

b) Chidiebube Odoemene and Ndulue Ikande first met March 25, 2015, after 39 years of being separated. This fact made them perfect candidates for behavioural research, as did their only short acquaintance with one another before they were inducted into a study of reunited twins. The parallels were only the first in a series of similarities which would go to the heart of the influence of heredity and environment on human behaviour. Dr. Adankwo Narwa of the University of Lagos, who studied the personalities and attitudes of these twins, said “the resulting similarities were astonishing”. The research involved diverse tests and “in one test which measured personality variables (tolerance, conformity, flexibility), the twins’ scores were so close that they approximated an average of the totals of one person taking the test twice. Brain wave tests produced skyline-like graphs similar to two views of the same city,” Dr. Narwa explained.

c) So, publications, awards … Look for every kind of possibility you can get for any kind of award. Because these things tend to be cumulative. As soon as you win one you’ve got a better chance of winning the next. You know, I mean, it’s … , it’s a brutal truth but the students with awards tend to, kind of, stock up all the awards, and part of it is that the previous awards make them look good, for the next prize. So, you know, it’s not a waste of time, even if it’s largely symbolic, even if it’s not a lot of money, you know, attached to it or something, awards can matter and they’re useful, aren’t they. They’re icing on the cake, they aren’t going to get you a job, unless they are something really spectacular, but they are good things to have.

d) Relationship occurs through dialogue (Smith, 2000, p. 6; Buber, 1947, p. 24) a primary means by which authentic responses are constituted (de Feijter, 2007, p. 55). Put another way, dialogue supports the establishment of ‘genuine relationships’ (Kramer, 2001, p. 65), offering possibilities transcending agreement and enabling greater understanding (Ibid., p. 66, quoting Eck, 1993, p. 19). As such, dialogue is a key component of Christian fellowship: we cannot give up talking (Astley, 2004, p. 14). How might we begin talking, though? Does technology have a role in supporting and encouraging dialogue activities among church-goers? This investigation seeks to offer one insightful response through investigating experiences of supporting dialogue by means of certain available technologies.

Participation flows from a culture which encourages engagement in beneficial educational, cultural and political opportunities, engagement which emerging communication technologies have been noted potentially to resource (Jenkins, 2006, p. 3). The contrary view that participation is governed by technology rather than culture is not adopted in this investigation which seeks to discover some influences of technology on continuing cultural practices of participating through dialogue about issues of faith.

e) **Research** can be defined as the search for knowledge, or as any systematic investigation, with an open mind, to establish novel facts, usually using a scientific method. The primary purpose for applied research (as opposed to basic research) is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe.

**Scientific research** relies on the application of the scientific method, a harnessing of curiosity. This research provides scientific information and theories for the explanation of the nature and the properties of the world around us. It makes practical applications possible. Scientific research is funded by public authorities, by charitable organizations and by private groups, including many companies. Scientific research can be subdivided into different classifications according to their academic and application disciplines.

**Task 2**

*Good academic style should not be too formal, which can result in incomprehensible ‘jargon’, nor should it be too informal and close to spoken language. In the following exercise, read the four texts and choose which of them are written in an appropriate, reader-friendly, high-quality academic style.*

a) Total presence breaks on the univocal predication of the exterior absolute the absolute existent (of which it is not possible to univocally predicate an outside, while the equivocal predication of the outside of the absolute exterior is possible of that of which the reality so predicated is not the reality, viz., of the dark/of the self, the identity of which is not outside the absolute identity of the outside, which is to say that the equivocal predication of identity is possible of the self-identity which is not identity, while identity is univocally predicated of the limit to the darkness, of the limit of the reality of the self). This is the real exteriority of the absolute outside: the reality of the absolutely unconditioned absolute outside univocally predicated of the dark: the light univocally predicated of the darkness: the shining of the light univocally predicated of the limit of the darkness: actuality univocally predicated of the other of self-identity: existence univocally predicated of the absolutely unconditioned other of the self.

b) The problem is that discussions vary considerably, depending on a number of factors. Despite some recent research on discussions (especially Lewin et al., 2001), not all these factors are understood. Obviously there is disciplinary variation. For example, some scientists, perhaps especially those in life sciences, believe that a long discussion implies weak methods and results, while social scientists and humanists may well believe the opposite. Another important set of factors concerns the kind of research question that a study attempts to answer, and how successful was the quest. A final factor that leads to variation in the position of the discussion section is the research paper. By the time readers reach the discussion, authors can assume a fair amount of shared knowledge. They can assume (not always correctly) that the reader has understood the purpose of the study, obtained a sense of methodology, and followed along with the results. Authors can use this understanding to pick and choose what to concentrate on in the discussion. As a result, they typically have greater freedom than in the introduction.

c) Much has been learned from efforts to achieve the goals of the World Summit and the Jomtien Declaration in the past decade. Despite the sometimes disappointing numbers and achievements, much more is known about what works in education than was the case a decade ago. What were once innovative ideas and promising pilot projects have become desired reforms and national programmers, successful approaches to particular problems such in girls, education and schooling for children in remote areas have been developed, documented and disseminated. These include e.g. specific ways to get more children into school; specific efforts to ensure that girls have full and equal access to basic education and are able to reach the same levels of achievement as boys; or comprehensive policies and programmes that enhance educational quilt and promote gender sensitivity. Finally there are a lot as these or different kinds of benefits we can get it from education, but it depend on the nature of environments (school, family, community).

d) Almost every discussion of technical or scientific style mentions the passive voice, usually as a stylistic evil to avoid. While I doubt that many of us would endorse such extreme prescriptions as “Alwaysuse the active voice”, or “A writer will almost automatically improve his style when he shifts from passive to active constructions”,we may be more ready to accept Freedman’s position in “The Seven Sins of Technical Writing”. His Sin 6 is “the Deadly Passive, or, better, deadening passive; it takes the life out of writing, making everything impersonal, eternal, remote and dead,” but he adds that “frequently, of course, the passive is not a sin and not deadly, for there simply is no active agent and the material must be put impersonally.”

**Task 3**

*The following text is written in an informal style. Rewrite it as a more formal text by making changes to the grammar and vocabulary.*

**Writing a literature review**

The literature review means you have to look critically at all the research that is relevant to your research. Some people think that the review is just a summary but I don’t agree. A summary is necessary, but you also need to judge the work, show how it holds together, and show how it relates to your work. What I mean is, you just can’t describe a whole paper, you have to select which parts of the research you are going to talk about, show how it fits with other people’s research, and how it fits with your work.

**References:**

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