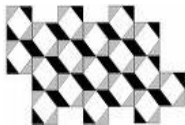


**WARNING!** The following characterizations of academic texts in English and in Czech are generalizations only. They show typical tendencies. Of course, there are excellent academic texts written by Czech authors, and bad academic texts written by English-speaking authors!

## ENGLISH Academic Texts (tendencies)

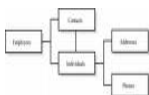
### • **Highly structured**

Clear division of the text (abstract, introduction, body, conclusion, bibliography)



### • **More logical division into sections**

Logical division of the text into chapters, sub-chapters / sections, sub-sections etc.



### • **Strict paragraph function**

Paragraphs with clear single theme or topic, each with a 'topic sentence', body, and (possibly) concluding sentence – longer paragraphs



### • **No digression from theme**

Information or ideas avoided if not related to the theme



### • **Thesis clearly identified**

Clear thesis (expressed in introduction)



### • **Clarity more important than style.**

Repetition of expressions and use of straightforward syntactic structures to increase clarity and understandability



### • **Author – happy to state opinions**

Authorial self-confidence – use of assertive statements (*The results of the research show that...*); clear titles (*Problems associated with...*)



### • **Emphasis on understandability**

Orientation towards the reader – the author is responsible for the reader's understanding of the text.



## CZECH Academic Texts (tendencies)

### ○ **Loosely structured**



Boundaries between different parts of text less clearly identifiable

### ○ **Less logical division into topics**



No division into sections, or less logical indication of chapters and sub-chapters etc.

### ○ **Less strict paragraph function**



Long stretches of text devoted to one topic – made up of shorter paragraphs to provide reading pauses only

### ○ **Digression from theme allowed**



Information or ideas unrelated to the theme are acceptable

### ○ **Often no explicit thesis**



Explicit thesis not required. The conclusion is wherever the 'javelin' lands.

### ○ **Style more important than clarity**



Use of synonyms and complex syntactic structures to convey message in a stylistic, 'flowery' way.

### ○ **Author – fear of appearing immodest**



Modalization – tentative statements (*From our results, it appears that...*); modest titles (*A small contribution to understanding problems associated with...*)

### ○ **Emphasis on sounding 'academic'**



Orientation towards the subject in all its complexity – it is the reader's responsibility (or problem?! ) to make sense of it.