

## PRACTICAL RECOMMENDATIONS FOR WRITING IN ENGLISH ACADEMIC STYLE FOR STUDENTS

This article is devoted to the study of the role of academic writing in teaching English, ways of usage and some practical recommendations for writing in English Academic Style. It is mainly intended to those students who write essays, reports, theses, term papers and other kinds of research work.

English is now considered to be the world language of science technology and education. In fact, it has become a lingua franca, that is common language used for communication areas where several languages have usually been spoken. The knowledge of English allows professionals and researchers to get access to the latest information in their fields and to communicate effectively with their colleagues throughout the world.

Academic language as such is often difficult to define. Many scientists have worked on this matter and many books, articles and guides were dedicated to English academic writing. Not only such authoritative native speakers such as Connor, Maclin, Jordan, but also people, for whom English is the second language, challenged this problem. All of them offered different approaches to its definition, ways of usage and some practical pieces of advice for people, who are engaged in scientific work and for students, who only start to use this style of writing. This article is devoted mainly to those students, who write essays, reports, theses, term papers and other kinds of research work. Here are some recommendations, put together from different resources and generalized in classifications in order to make it easier for a person to understand and use its main positions.

In general, **academic writing style is a mixture of a writing style as well as knowledge of specific vocabulary.** It takes some time and practice to learn how to use them together properly but there are several points, which can help to understand how standard academic language can be achieved in writing. Academic writing is a particular style of formal and expressive writing. It's a third-person and formally-toned writing. It gives clear opinion on the topic. In this form of writing, we choose very formal and precise words. [1; 291].

Academic writing is of different types such as:

- academic review writing
- academic essay writing
- academic paper writing
- academic thesis writing
- academic report writing
- academic research writing
- academic term paper writing[6].

The style of English academic writing is formal. Developing a command of formal style is extremely important for nonnative speakers wishing to master the conventions of English academic discourse. There are some difficulties for people who use it for writing research works, course papers and essays, that is why this is so important to define main rules, features und widespread mistakes made while writing in formal style. But there is some disagreement over details regarding what is accepted as academic style [5; 25]. The main characteristics are:

1. It has a clear structure, so that it is easy to follow the writer's thinking.
2. it has more nouns (often abstract ones) and fewer verbs than spoken English;
3. it makes less use of coordination (joining clauses with and, or, but) and greater use of subordination (joining clauses with words such as while, because, subsequently,) than spoken English;
4. it almost always uses the third person (he, she, it, they), rarely uses first person (I, we) and never uses the second person (you)(this recommendation might be not given to scholars of

authority, but only to students and beginners);

5. it makes limited use of personal pronouns for cohesion (it, them), preferring other ways of achieving cohesion e.g. summary words used with this or these;

6. it avoids colloquial vocabulary e.g. "There are a lot of...";

7. it desists from using contractions (do not is used rather than don't);

8. it doesn't use words that have emotional or attitudinal connotations. Here are examples to compare: The improper "*This has had enormous impact...*" instead of "*The significant influence of this change may be attributed to...*";

9. it refrains from applying phrasal verbs, preferring single words often polysyllabic verbs e.g. investigate, look into;

10. it uses linguistic "hedges" (noncommittal or evasive statements) to qualify generalizations (probably, in most cases, seems, might be) e.g. "*One might also think that 'even' is just inappropriate in the circumstances*".[3; 9];

11. it shows the difference between facts and opinions by:

- grammar - using simple tenses to describe facts; e.g. London is the capital city of England;

- using phrases like "seems to be" and "looks like" to describe opinions; e.g. "*The problem seems to be in the operating system*";

- using phrases like "there is some evidence to suggest" to show how sure or unsure you are e.g. "*There is some evidence to suggest that too much typing and using the mouse can injure your wrist*";

- it avoids bias ("bias" means preferring one thing to another);

- it desists from using expressions that mean: "If you don't accept my opinion then you are stupid."; e.g. "of course", "there is no doubt that...";

- it abstains from using words and phrases with very positive or negative connotations; e.g. 'irresponsible' and 'goose-stepped', both of which have negative connotations;

- it doesn't use sarcasm and irony, which are jokes that make someone or something look stupid, for example doesn't use phrases such as; "What can you expect?"[4; 50-64].

12. it considers various alternative reasons for something. It may be difficult to think of alternatives, so it is recommended to use the "journalistic questioning" techniques from the note-taking lessons. Some guidelines are:

- who - use alternative people; e.g. new or different personnel;

- what - do something else to achieve the same aim;

- where - do something in a different place;

- when - do something at a different time;

- how - do something in a different way;

- how many - do something in different numbers (fewer or more);

- how fast - do something more quickly or slowly;

- why do it - maybe you could do nothing;

- whom - do something to different people; e.g. different customers.

13. it gives reasons and evidence to accept or reject these alternatives by using:

- references - referring to the work of experts;

- logic - showing the thinking process used to arrive at a conclusion;

- evidence - reasons to support the writer's point.

Ways to help the reader understand the organization of a text are:

- having an introduction, a body and a conclusion;

- using headings and titles;

- using words that refer back to something written earlier in the text; e.g. 'it', 'this' 'they';

- using ordering words; e.g. 'first', 'firstly', 'lastly'. Don't mix together words ending and '-ly' and words without '-ly' - be consistent;

- using connecting phrases; e.g. 'In addition...', 'However...', 'This is because...';

'Therefore...';

- 'moreover' is over-used. It shows bad organization because it means that the second point is more important than the first;

- 'besides' is often wrongly used. Either check the example sentences in your dictionary to find out how to use it properly, or avoid it. [2;123-130].

In academic language elaborate descriptions are unnecessary if only vocabulary specific for a given scientific or critical orientation is used correctly. This means that technical vocabulary should be used instead of descriptive language. The use of a particular language varies in accordance with an academic domain as well as an essay type. [7].

Proper use of academic language is no less important than professional research or following the guidelines of a specific essay type and citation style. It allows writers to sound convincing, unbiased and make their point of view clear for everybody. [1; 300].

Although points of view of scholars about English academic writing style may sometimes differ, the main features which they sort out remain the same. Here I marked out the main things that students have to take into account while they write in such a specific style. Every scientific field has its special features and before working in one of them we should study the so called 'rules' existing there. This article prepares students before academic writing, guides them and prevents from making wide- spread mistakes.

#### Bibliography:

1. Connor, U. Journal of English for Academic Purposes. Volume 3 October 2004, Pages 291-304 p.

2. Maclin A. Reference Guide to English: a Handbook of English as a Second Language. Washington: s. n., 1996. 4 p.

3. Trzeciak J. and Mackay S.E. Study Skills for Academic Writing: Student's Book. New York: Phoenix ELT, 1994. 120 p.

4. Jordan R. R. Academic Writing Course. Edinburgh: Longman, 1996. 144p.

5. Jakhontova T.V. English academic writing for students and researchers. Lviv: PAIS, 2003. 220 p.

6. [http://academicwriting.suite101.com/article.cfm/what\\_is\\_academic\\_language#ixzz0Zh0E2cWK](http://academicwriting.suite101.com/article.cfm/what_is_academic_language#ixzz0Zh0E2cWK)

7. <http://unilearning.uow.edu.au>