

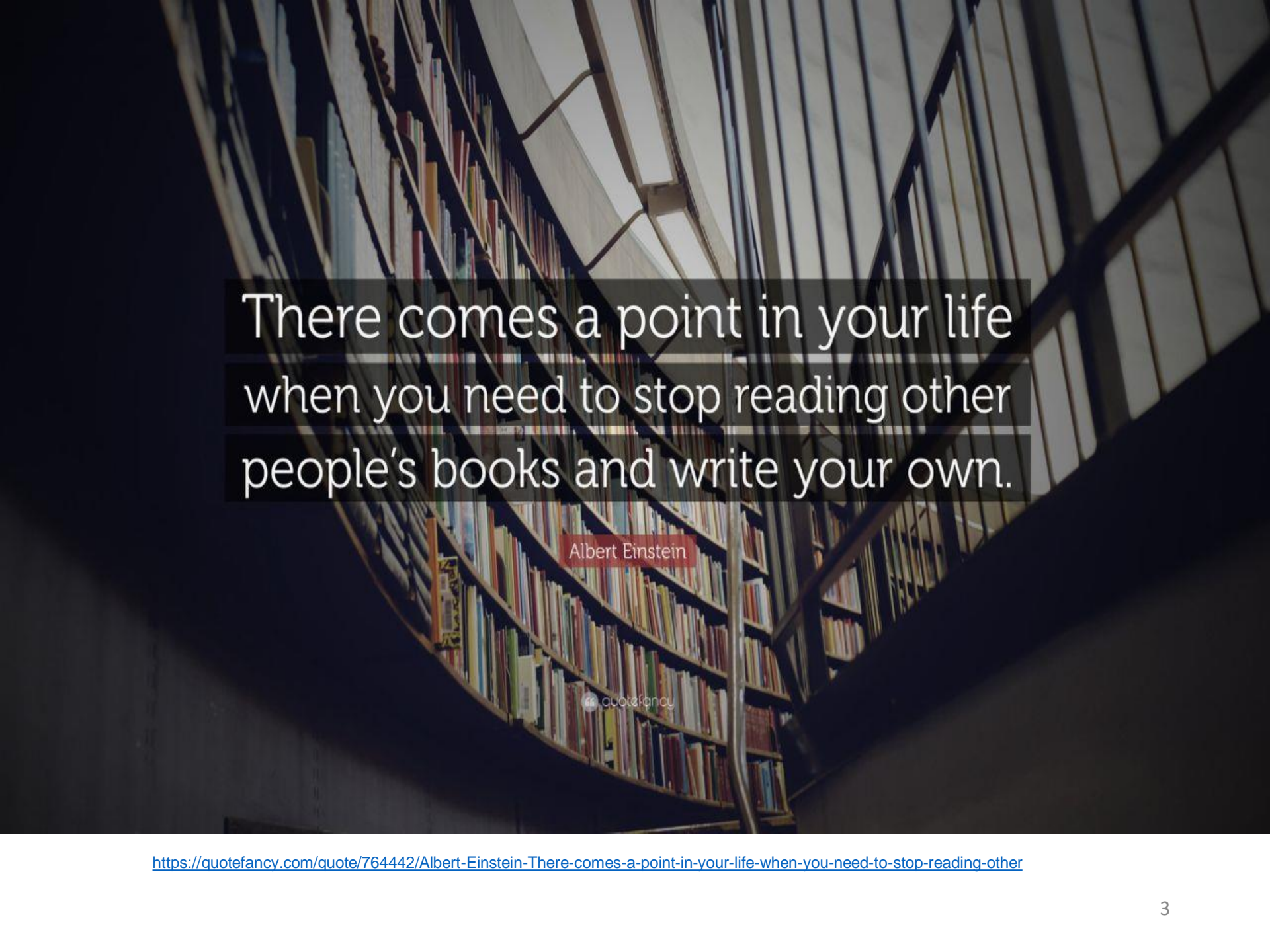


اللجنة الوطنية للتعليم العالي عن بعد
La commission nationale de l'enseignement supérieur à distance

Academic Writing and Writing a Research Paper

Week 02, Sequence 03: Do's and Don'ts of Academic Writing

Part A: Focus on the Do's



There comes a point in your life
when you need to stop reading other
people's books and write your own.

Albert Einstein

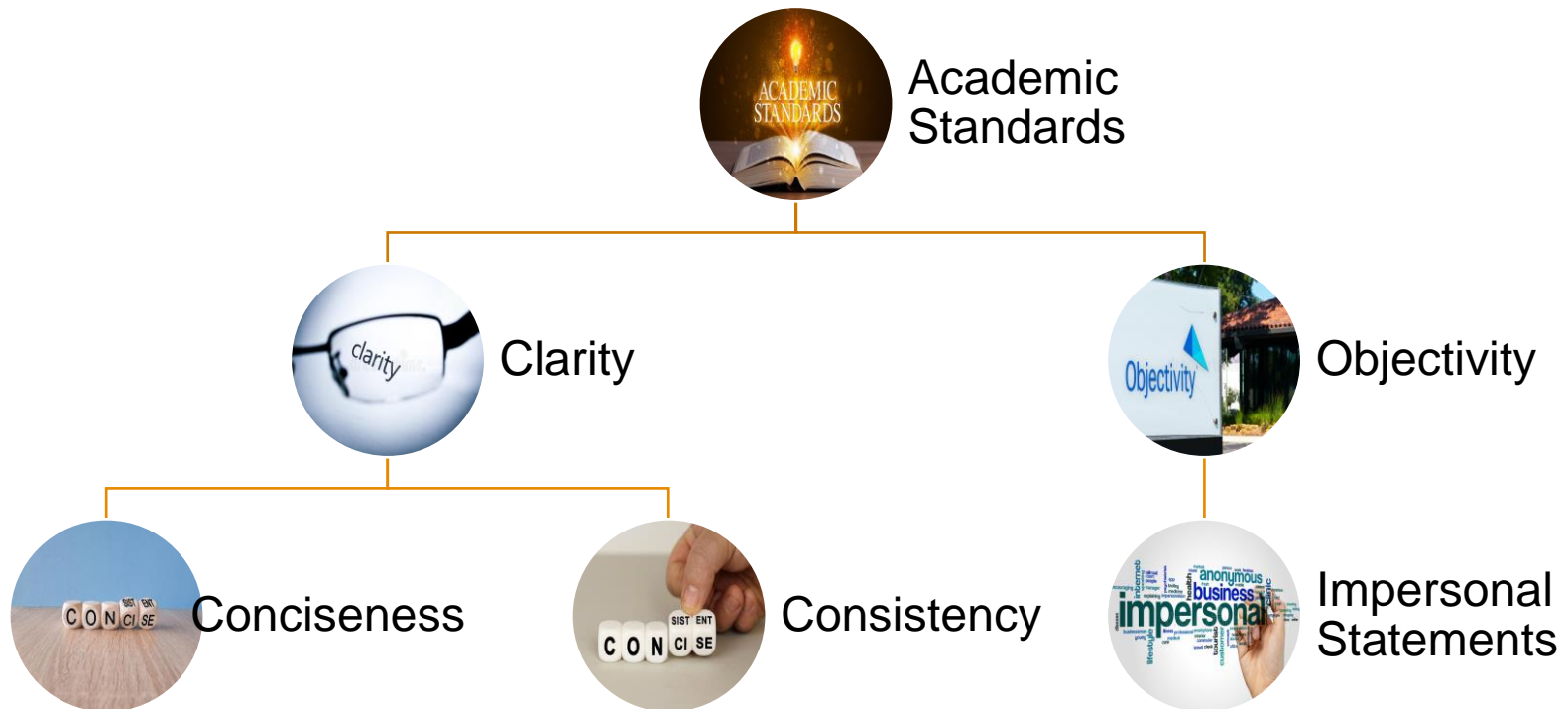
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INTRODUCTION

Writing a research can be considered as an art, it involves skills to express complex ideas in a concise way, communicate with readers, benefit civil society, and contribute to a better life (Research Synergy Institute, 2020).

WHY FOCUSING ON THE DO'S



Do

- use concise precise clear and plain style
- use formal vocabulary and formal language
- use appropriate tone
- be non-personal
- use short sentences (use connectors)
- use consistent tenses
- use specific details and precise language

Use concise precise clear and plain style

CLEAR: Use **simple, direct** language and **avoid** unnecessarily complex sentence structures. For example, **instead of writing** "The salient information with respect to this inquiry is that the individual in question has been previously incarcerated," **write** "The person we are investigating has a criminal record"

CONCISE: Instead of writing "In order to" or "Due to the fact that," use "To" or "Because." For example, "In order to improve student outcomes, we will implement a new programme" could be revised to "To improve students' outcomes, we will implement a new programme".

PRECISE: Use **specific language** and **avoid** vague or ambiguous terms. For example, **instead of writing** "The data suggests that there is a problem," **write** "The data indicates a 20% increase in error rates over the past year",

AVOID using jargon, technical terms, or overly complex vocabulary unless it is necessary for **clarity**. For example, **instead of writing** "The research elucidates the underlying pathophysiology of the disease," **write** "The research explains the cause of the disease",

Use appropriate tone

Instead of writing "I feel that this is a good solution," **write** "This solution has been shown to be effective." By avoiding the use of personal pronouns and focusing on the evidence and facts, you maintain an objective tone.

Respectful tone: **Instead of writing** "The opposition's argument is ridiculous," **write** "The opposing argument raises some valid concerns, but there are also some significant flaws." By acknowledging the opposing viewpoint and respectfully addressing their concerns, you maintain a respectful tone.

Confident tone: **Instead of writing** "I'm not sure if this will work," **write** "Based on the evidence, this solution has a high likelihood of success." By using confident language and relying on evidence, you maintain a confident tone.

Formal tone: **Instead of writing** "Hey everyone, check out my research paper," **write** "Please find attached my research paper for your review." By using more formal language, you maintain a formal tone.

Consistent tone: Throughout your writing, **maintain** a **consistent tone** that is appropriate for academic writing. **Avoid** switching between **formal** and **informal** language, or between **objective** and **subjective** language, as this can be **jarring** and **confusing** for your reader.

Be non- personal

Instead of writing "I think that this approach is the best," **write** "Research suggests that this approach is the most effective."

Instead of writing "I found the results to be surprising," **write** "The results were unexpected."

Instead of writing "I interviewed several participants," **write** "Several participants were interviewed."

Instead of writing "In my opinion, this is the best, way to approach the problem," **write** "The most effective approach to the problem is..."

Instead of writing "I believe that more research is needed," **write** "Further research is necessary."

Use short
sentences
through
connectors

Original: Although the initial results of the study showed promise, there were several confounding variables that had to be taken into account, including participant age, gender, and socio-economic status, which were not controlled for in the study, and which may have influenced the outcomes of the study, making it difficult to draw definitive conclusions from the data.

Revised: Although the initial results of the study showed promise, there were several confounding variables that had to be taken into account. Participant age, gender, and socio-economic status were not controlled for in the study and may have influenced the outcomes, making it difficult to draw definitive conclusions.

Use consistent tenses

Erroneous: The experiment was conducted to investigate the effects of sleep deprivation on cognitive performance. Participants were asked to perform a series of cognitive tasks, and the results show that sleep deprivation has a negative impact on cognitive performance.

Corrected: The experiment was conducted to investigate the effects of sleep deprivation on cognitive performance. Participants were asked to perform a series of cognitive tasks, and the results showed that sleep deprivation has a negative impact on cognitive performance.

Explanation: The first sentence uses the past tense "was conducted", while the second sentence uses the present tense "show". To maintain consistency, the second sentence should also use the past tense, since it refers to the same experiment.

Use
specific
details
and
precise
language

Erroneous: The article discusses the benefits of exercise.

Corrected: The article discusses the benefits of regular exercise, including improved cardiovascular health, increased muscle tone, and reduced stress levels.

Explanation: The corrected sentence provides specific details about the benefits of exercise, rather than making a general statement.

FINAL NOTE

- For global use of the language within a global academic community, communication of meaning is key. As higher education and the global publishing industry is being **Englishised**, researchers now write for a global heterogeneous academic audience, where L2 English academics are now in the majority, and not in the 'periphery'. Author guidelines, therefore, must strive to be **inclusive** and **reflective** of the 21st-century reality of English used for global research and publication purposes.

CONCLUSION

- It can be true that academic writing is a **complex** and **demanding** skill that requires **attention to detail, precision, and adherence** to best practices in academia.
- This week provided you with the necessary tools to succeed in your academic writing journey.
- We will go to the next level and deal with the **stages of academic writing** in our subsequent week.

REFERENCES

- Mckinley, Jim & Rose, Heath. (2019). Standards of English in academic writing: The authors respond. Journal of Second Language Writing. 44. 10.1016/j.jslw.2019.04.004.
- Research Synergy Institute. (2020). Publication Opportunities in Scopus and WOS Indexed Journals: Advice and Recommendations from the Editors. <https://rsi.or.id/publication-opportunities-in-scopus-and-wos-indexed-journals-advice-and-recommendations-from-the-editors-2/> . 09 June 2020.



**Thank you
for your
attention**

