

The Implementation of English in Research

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ABSTRACT

The international movement of students and researchers is facilitated by English as the global academic language (Graddol, D.,2006). Many worldwide intellectual journals have chosen English as their language of choice. Academic writing is difficult, formal, objective, explicit, ambiguous, and accountable. It is meticulously ordered and meticulously prepared. According to Glatthorn, A. (1998), academic writing should strive for clarity, maturity, and formality, as well as a balance of confidence and tentativeness.

Key words: Academic writing, precisely and accurately, clarity

I. INTRODUCTION

English has become one of the most significant academic and professional skills in today's world. English is widely acknowledged as the most important language to acquire for the increasingly mobile worldwide population, and it has also become the official language of commerce and science (Schütz, 2005). The international movement of young researchers is facilitated by English as the global academic language (Graddol, D.,2006).

In most situations, research papers are rejected owing to a lack of acceptable English writing abilities and the use of inappropriate words/vocabulary or sentence patterns. For producing academic or scientific research papers or work, English is widely considered and mostly used. Many worldwide intellectual journals have chosen English as their language of choice.

The English spoken in ordinary situations or for broad purposes differs significantly from that used in academic writing. Academic English is intended for reading and comprehending study materials as well as writing about them. It is used to describe and explain an object, situation, process, or how something works. For the reader's understanding, writing for academic or scientific study should be lucid, succinct, exact, and accurate in meaning. Academic writing generally has a professional tone and style, avoiding colloquial,

idiomatic, slang, or journalistic terms in favour of precise words.

Academic English

Academic English follows a distinct set of principles that must be explicit, formal, factual, objective, and analytical. Academic writing is difficult, formal, objective, explicit, ambiguous, and accountable. It is meticulously ordered and meticulously prepared.

Some Features:

- has a stiff tone and an impersonal style.
- avoids contractions and shorter verb forms like won't, doesn't, and it's
- avoids using a linking word at the start of a sentence, such as 'and' or 'but'
- avoids using personal pronouns like I, me, you, and your
- Verbs may be used in the passive voice
- avoids verbs containing numerous words, such as 'give up,' 'put up with,'
- tends to use cautious language when describing conclusions, such as 'may', 'it is possible that...', and 'could'
- has the ability to employ specialised vocabulary.

The Use of English Language in Research

Researchers should be able to communicate their thoughts, opinions, hypotheses, and insights about their research in English, as well as disseminate their research findings and conclusions to people in similar research fields.

Language skills in English: In truth, English is a skill-oriented language rather than a topic. Language is critical to kids' learning because it allows them to communicate and comprehend a subject. The four basic skills of the English language are LSRW (Listening, Speaking, Reading, and Writing). The essential features of English grammar, vocabulary, and punctuation are very vital and very beneficial in written and spoken English, in addition to the four abilities. The abilities and traits mentioned above are important in order to:

- be able to comprehend and make the best use of your study materials
- improve your subject-specific vocabulary and specialised language
- understand assignment questions and choose literature that is relevant and appropriate for your response
- Write tasks that are well-structured and presented in a logical manner, free of plagiarism.
- Let your tutors know what you need.
- collaborate effectively with other students

Academic English's Characteristics

The use of academic language is exact and correct, and complexity, formality, precision, objectivity, explicitness, accuracy, hedging, responsibility, organisation, and planning are all characteristics of academic writing.

Complexity: Written language has larger words, a more rich lexicon, and a more diverse vocabulary. It employs a greater number of noun-based than verb-based phrases. Written writings are shorter, and the language is more sophisticated grammatically, with more subordinate clauses and passives.

Formality: Academic writing is more formal than other types of writing. Throughout general, this means that in an essay, you should avoid using colloquial phrases and idioms.

Precision: Facts and data are provided precisely in academic writing.

Objectivity: In general, written language is objective rather than personal. As a result, it contains fewer terms that refer to the author or the reader. This means that you should put more focus on the information you want to provide and the arguments you want to make, rather than on yourself. As a result, academic writing favours the use of nouns (and adjectives) above verbs (and adverbs).

Explicitness: Academic writing is clear about the text's relationships. It is also the job of the English writer to make it apparent to the reader how the various elements of the text are connected. Different signalling words can be used to make these connections explicit.

Accuracy: Accurate vocabulary is used in academic writing. Words with narrow, particular meanings can be found in almost any field. The distinction between "phonetics" and "phonemics" is evident in linguistics, but not in general English.

Hedging: In any type of academic writing, judgements about one's position on a particular subject or the strength of one's statements must be

made. This is done in a variety of ways depending on the issue. Linguists call a 'hedge' a tactic used frequently in specific types of academic writing.

Responsibility: In academic writing, one must take responsibility for any claims made and be prepared to back them up with proof and argument. It's also on you to show that you know what you're talking about when you say you know what you're.

Organisation: Academic writing is really well-organized. It transitions smoothly from one segment to the next in a logical order. The text's genre is a decent place to start. The framework is simple to determine after the genre has been decided.

Planning: Academic writing is meticulously organised. It usually occurs after extensive investigation and review, and in accordance with a certain goal and strategy. (<http://www.uefap.com/writing/feature/featfram.htm>)

Academic Writing Characteristics

Scholarly or academic writing should be deemed high-quality work intended for publication in peer-reviewed publications. The basic objective of scholarly writing, according to Huff (1999), is to contribute to the canon of scholarly work in a subject. A prospective author should be aware of his or her target audience, target an article for publishing in a certain journal, and pay attention to the specifics that are required for publication, as well as other comparable observations. As a result, the academic or research paper/article should include the following academic writing features.

- Planning - You must plan ahead of time before you begin writing the paper in order for it to be analytical and well-organized.
- Plan - For academic writing, a proper outline is required. An outline will not only assist you in organising your thoughts, but it will also alert you to specific relationships between themes. It will assist you in determining the facts that should be included in your article.
- Tone - The tone is formal. You avoid slang, jargon, acronyms, and a lot of clichés.
- Language - Your paper's language should be clear, and terms should be picked for their correctness. A thesaurus can assist you in selecting the appropriate words to describe the issues.
- Third-person point of view, as the purpose of academic writing is to educate on facts rather than to defend an opinion.
- Approach - In academic writing, deductive reasoning is important since your readers must

follow the path that led you to your conclusion. In academic writing, deductive thinking and an analytical approach are essential. To have a well-organized paper, a lot of planning and thinking is required.

Diction and Style of Academic Writing

In writing, diction refers to the author's use of words. In order to select the appropriate words, keep a few broad ideas and rules in mind. Every piece of writing has a goal, and the diction should reflect that goal, depending on the audience. This should help you to pick words that they will understand, but also will not be below their level (Gibbons, W. 2001). Diction is also affected by the amount of syllables in a word. Monosyllabic and polysyllabic words exist. Monosyllabic words can help to emphasise what you're saying. In contrast the more polysyllabic words, the more difficult the content (Henney, K. 2001). Idioms and phrases are widely used in informal conversation and writing. The purpose of scholarly (or professional and academic) diction is to communicate information and ideas clearly and accurately using a field's terminology and essential principles.

Therefore, scholarly diction should:

- Be as exact as possible. This may necessitate the use of specific jargon. Use "compensation" instead of "salary" as an example.
- Keep it as plain and straightforward as possible. If the message isn't clear, don't use a word that "sounds wonderful" (to you and to your reader.) Use your dictionary to help you. Don't employ "elevated" language for the sake of it ("thus," "heretofore," "indubitably").
- Avoid slang, clichés, and statements or metaphors that are frequent in everyday conversation but add nothing to your message. Use "Children" instead of "kids" and "Alcohol" instead of "booze" as examples.
- State your point of view, but not your prejudices. Facts and reasons, not emotional appeals, should be used to make your point. Avoid personal comments ("Wow!" and "Yuck"), and "I believe..." is usually not appropriate.
- Never speak down to your audience. Don't over-explain or generalise things that will be obvious to someone in your field. In an academic work, statements like "Winter is the coldest season" and "New Yorkers despise Winter" are inappropriate. The sophistication of your thought should be reflected in the structure and order of your sentences. Use a wide range of complicated and compound

sentences in your writing.

- Most importantly, keep in mind that these are only guidelines, not hard and fast rules, and that you should use your own judgement to determine what works and what doesn't.

Style refers to how something is written. The reader's perception of the content is influenced by style. Diction and tone are examples of style. When it comes to style, the major goal is to deliver information in a way that is appropriate for both the audience and the purpose of the writing. According to Glatthorn, A. (1998), academic writing should strive for clarity, maturity, and formality, while also striking a balance between confidence and tentativeness. He also says that a writer should utilise simple phrases and compose clear, mature sentences with the primary point in the main clause. He, like other authors of his type, advises against using the passive voice in writing. After that, he offers the following advice:

- Use jargon in a discriminatory manner.
- Keep trendy expressions to a minimum.
- Use formal language instead of colloquial ones.
- Use contractions sparingly.
- Adjective nouns should be avoided.
- Avoid using the words "we" and "our" in general. (In the original text, italics are used.)
- Stay away from the second person you meet. (In the original text, italics are used.)
- When referring to guys and females, avoid using sexist masculine pronouns.

The following are some writing style:

- When possible, use the past tense or the present-perfect tense;
 - Avoid noun strings;
 - Try to use short words and sentences.
- Stay away from jargon.
 - Avoid being too wordy;
 - Avoid redundancy at all costs;
- Vary the length of your sentences;
- Be specific in your language;
- Use formal language instead of colloquial ones;
- Avoid using pronouns like 'this, that, these, and those;'
- Avoid making unreasonable or unclear analogies.
- When referring to yourself, avoid using third-person references.
- Stay away from anthropomorphism.
- Avoid using the editorial pronoun 'we.'

II. CONCLUSION

English is widely accepted and commonly used for academic or scientific research papers/work. Many international scholarly journals

have used English as their primary language. Academic English is a distinct set of rules that require it to be explicit, formal, factual, objective, and analytical in nature. The four fundamental English language skills, as well as the fundamental aspects of English grammar, vocabulary, and punctuation, are critical for good academic writing.

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