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## English Language Use in Research

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### Abstract

*English's standing as the universal academic language facilitates the global mobility of young scholars (Graddol, D., 2006). English has long been the language of choice for many worldwide academic publications. Accountable, clear, objective, formal, subtle, and sophisticated writing characterizes academic writing. It is appropriately and meticulously organized and prepared. According to Glatthorn, A. (1998), the aim of academic writing should be to pursue formality, maturity, and clarity while striking a balance between tentativeness and confidence.*

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### Introduction

English has emerged as one of the most important academic and professional languages in the modern world. English is now the official language of the commercial and scientific sectors and is widely acknowledged as the most crucial language to acquire for the globally mobile population (Schütz, 2005). The worldwide movement of young scholars is facilitated by English's status as the global academic language (Graddol, D.,2006).

Research papers are often rejected because the authors lack proficiency in the English language and fail to use proper grammar, vocabulary, and sentence structures. Research papers and other academic writing in science and academia are often written in

English. The preferred language for many international academic publications has been English. The English used in academic writing differs greatly from that used in daily contexts or for broad purposes. Reading, comprehending, and writing about the study materials are the intended uses of academic English. It is used to explain and characterize things, including situations, objects, processes, and methods of operation. Writing for academic or scientific purposes has to be clear, concise, precise, and correct so that the reader can grasp it. Academic writing often follows a straightforward formal tone and style, eschewing journalistic, colloquial, or idiomatic terms in favor of exact words.

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### **Academic English**

There are certain guidelines for academic writing that must be followed. These guidelines should be factual, formal, objective, and analytical. Academic writing is accountable, explicit, objective, formal, nuanced, and sophisticated. It is carefully and correctly planned and structured.

Some characteristics include:

- avoids contractions or shorter verb forms like won't, doesn't, or it's;
- tends to be official in tone and impersonal in style;

- tends to use a cautious approach when explaining findings, using expressions like "may," "it is possible that," and "could."

- avoids using personal pronouns like I, me, you, and your.

- may use the passive form of verbs.

- avoids verbs that are composed of multiple words, like "give up," "put up with," and so on.

- may use specialized vocabulary.

### **English Language Use in Research**

In order to communicate their thoughts, views, hypotheses, and insights regarding their research as well as to share their discoveries and conclusions with others in similar fields of study, researchers should be proficient in the English language.

Proficiency in English language: In actuality, English is a skill-oriented language rather than a topic.

Students need to master language in order to communicate and comprehend academic material.

Listening, Speaking, Reading, and Writing (LSRW) are the four fundamental English language abilities.

The foundational elements of English grammar, vocabulary, and punctuation are crucial and very helpful in both written and spoken English, in addition to the four abilities. Understanding and making the most of your study materials; developing specialized language and vocabulary related to your subject; interpreting assignment questions and choosing pertinent and appropriate material for your response; and writing well-structured, coherently presented assignments free of plagiarism are all made possible by the aforementioned skills and aspects.

Tell your instructors what you need.

- collaborate well with other pupils.

Academic English's characteristics

Academic writing is characterized by its complexity, formality, objectivity, explicitness, correctness, hedging, responsibility, organization, and preparation. It also uses exact and accurate terminology.

Complexity: Written language is more diversified in vocabulary, includes lengthier words, and is more lexically rich. It makes more use of noun-based than verb-based expressions. Written writings tend to be shorter and contain more complicated grammar, with

a greater number of subordinate clauses and passive constructions.

Formality: Writing for academic purposes is often formal. This generally indicates that informal language and idioms should not be used in essays.

Accuracy: Accurate facts and numbers are provided in academic writing.

Objectivity: Written language is often considered objective, as opposed to subjective. As a result, there are less references to the author or reader in it. This implies that rather than focusing primarily on you, the information and arguments you want to provide should be highlighted. Because of this, nouns and adjectives are more often used in academic writing than verbs and adverbs.

Explicitness: The connections within the text are made clear in academic writing. Moreover, it is the duty of the English writer to clarify to the reader the connections between the different sections of the text. Various signal phrases may be used to make these linkages clear.

Accuracy: Vocabulary used in academic writing is correct. Words in most topics have restricted, particular meanings. "Phonetics" and "phonemics" are clearly distinguished in linguistics, while ordinary English does not.

Hedging: Choosing a position on a given topic or the veracity of the claims is a vital step in any kind of academic writing. The methods that various topics choose to use for this vary. Linguists refer to a writing style that is often used in certain types of academic writing as a "hedge."

### **Characteristics of Academic Writing**

Writing that is deemed scholarly or academic should be of the highest quality and intended for publishing in journals that are peer-reviewed. Huff (1999) asserts that adding to the body of knowledge about a topic is the main objective of academic writing. A prospective writer should be aware of their readership, focus their piece on a certain magazine, pay attention to the specifics required for publishing, and make other comparable observations. Thus, the research paper or article should have the following qualities of scholarly writing.

- Planning: The paper will be analytical and well-organized if you put some thought and effort into it before you begin writing.

- plan: Academic writing requires a well-crafted plan. Not only may an outline assist you in organizing your ideas, but it can also sometimes highlight connections between different themes. It will assist you in deciding what relevant data to include in your article.

- Tone: The tone is formal. You don't use a lot of clichés, jargon, slang terms, or abbreviations.

- Language: You should use precise word choice and clear language in your writing. You may choose the ideal words to describe the problems with the aid of a thesaurus.

Point-of-view: Third-person perspective, as the goal of academic writing is to inform readers about the facts rather than to bolster a certain viewpoint.

- Approach: Since readers must follow your reasoning to reach their own conclusion, deductive reasoning plays a significant role in academic writing. In academic writing, deductive logic and an analytical approach are crucial. Making a well-organized paper requires a great deal of thinking and preparation.

### Academic Writing Style and Diction

The author's word choice in this piece is diction. To choose the appropriate words, one must bear in mind a few broad principles and guidelines. Every writing has an objective, and depending on the readership, the diction should match the aim. This should assist you in choosing vocabulary that will not only be understandable to them but also on par with their level (Gibbons, W. 2001). Diction is also correlated with a word's syllable count. Words may have one or more syllables. Using monosyllabic words might help draw attention to your main message. Conversely, the harder the material, the more polysyllabic words there are (Henney, K. 2001). Idioms and phrases are often used in casual writing and ordinary conversation. The purpose of scholarly (also known as academic or professional) diction is to communicate thoughts and information exactly and clearly utilizing the terminology and fundamental ideas of a certain discipline.

Consequently, academic writing should:

- Be as exact as required. You may need a specific terminology for this. For instance, substitute "compensation" for "salary".
- Speak as plainly as simply as you can. If a term doesn't seem to convey the message you and your reader want, don't use it just because it "sounds good." Consult your dictionary. Never employ "elevated" language for its own sake, such as "thus," "heretofore," or "indubitably."
- Steer clear of clichés, slang terms, and statements or analogies that may be used often in everyday conversation but don't enhance your message. Use "Children" instead of "kids" and "Alcohol" instead of "booze," for instance. Style refers to the manner in which text is written. The reader's perception of the material itself is influenced by style. Tone and diction are aspects of style. Presenting information in a way that is acceptable for the audience and the writing's purpose is the primary objective when thinking about style.

According to Glatthorn, A. (1998), academic writing should aim for formality, maturity, and clarity while striking a balance between assurance and tentativeness. He also says that a writer should utilize a lot of simple phrases and produce intelligible, mature sentences with the primary idea in the main clause. Similar to other writers of comparable caliber, he observes that the passive voice is inappropriate for writers. Next, he offers the following guidance:

- Apply prejudice while using jargon.
- Avoid using trendy language.
- Steer clear of slang terms.
- Refrain from using contractions.
- Steer clear of adjective nouns.
- Keep the use of "we" and "our" precise. (In the original text, italics)
- Steer clear of the second you. (In the original text, italics)
- Steer clear of using masculine pronouns to refer to men and women in a sexist manner.

### Conclusion

English is commonly accepted and used mostly for producing academic or scientific research papers and other works. The preferred language for many international academic publications has been English. There is a special set of guidelines for academic writing in English that must be clear, formal, factual, objective, and analytical. The fundamentals of English grammar, vocabulary, and punctuation, together with the four language skills, are crucial and very helpful for writing successfully in academic contexts.

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