Academic Writing

Academic writing is straightforward, concise, concentrated, organized, and evidence-based.

*Academic writing is clear, concise, focused, structured and backed up by evidence. **Its purpose is to aid the reader's understanding**. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary.*

Do's and Don'ts in Academic Writing

https://www.youtube.com/watch?v=INg_0ygzaGY

https://www.youtube.com/watch?v=GbWE3iuN6QQ

https://www.youtube.com/watch?v=mZQgd2sPxpk

The good news is that you do not have to invent anything. You can, and *must* use fixed expressions like the ones offered here or in other academic phrase-banks:

http://www.phrasebank.manchester.ac.uk/

The **Academic Word List (AWL)** is a corpus of terms that are almost exclusively used in academic writing. Using the terms from this list will help you raise your academic register and sound more professional.

https://www.examenglish.com/vocabulary/academic_wordlist.html

Academic writing synonyms: nouns

area/field   authority/source   behavior/conduct

beliefs/ethics   benefit/advantage   category/type

component/part   concept/idea   controversy/argument

drawback/disadvantage   expansion/increase

framework/structure

goal/target   hypothesis/theory   interpretation/explanation

issue/topic

method/system   option/possibility   output/production

quotation/citation   results/findings   statistics/figures

study/research   trend/tendency

Academic writing synonyms: verbs

Alter/change, achieve/reach, assist/help, attach/join

Challenge/question,claim/suggest, clarify/explain, concentrate on/focus on, confine/limit

Develop/evolve

Eliminate/remove, evaluate/examine

Found /establish

Maintain/insist

Predict/forecast, prohibit/ban

Quote/cite

Reduce/decrease,respond/reply, retain/keep

Show/demonstrate, strengthen/reinforce

List of academic adjectives with their opposites:

Absolute / relative	Precise / vague or approximately
Abstract / concrete	Rational / irrational
Accurate / **in**accurate	Reliable / unreliable
Ambiguous / **un**ambiguous	Relevant / irrelevant
Analytic / Synthetic	Specific / **non**-specific
Effective / ineffective	Subjective / objective
Exclusive / inclusive	Theoretical / practical or empirical
Logical / illogical	

Adjectives and verbs sound even more accurate when they are modified by academic adverbs: *slightly, considerably, gradually, rarely, broadly, particularly, substantially, basically, currently, recently, increasingly, particularly, alternately, similarly, eventually…*

Language functions	Grammar items associated
Defining	Relative clauses, purpose clauses
Describing	Adjective order, use of adverbs
Process description	Verbs of action, prepositions, passive voice, sequence markers, simple present and present continuous tenses
Classification	Fixed expressions: consist of, can be classified as…
Comparison and contrast	Adjectives in comparative and superlative form, connectors of contrast
Giving examples	Connectors of addition
Dealing with figures	Using numerical phrases
Establishing hypotheses	Conditional tense
Giving instructions	Imperative tense, modal verbs

Grammatical phrase	Noun phrase
One of the company's priorities was <u>to create</u> a new network system.	*<u>The creation of</u> a new computer system was one of the company's priorities.*

- <u>Nominalization</u> is the process of turning *verb phrases* into *noun phrases,* and it is much more frequent in academic than in general English:

- Likewise: *to develop / the develop**ment**, to increase / the increase, to explain / the explana**tion**, to evolve / the evolution, to rely on / the reliabil**ity**...*

<u>Compound nouns</u> and acronyms are formed by the assemble of several nouns and some other elements (adjectives, participles, prepositions).

They are very common, as we will see, in essay titles. They are also common in general English: *long-distance runner, sugar-free drink.*

Hyphenation depends on use (it is recommended to double-check before deciding). Acronyms are form by capitalizing compounds, e.g. *GPS (Global Positioning System).*

The noun that helps us understand, translate, or paraphrase the compound is always the last one: *Academic Word List, a list of academic words.* Usually, the nouns in the middle of the sequence do not take plural "s".

Although it must not be overused, the passive voice is much more frequent in academic English than in general English, since we are usually more interested in the action than in the maker.

Quite often, the passive voice in academic English is introduced through reporting verbs in the impersonal construction it + passive voice + that-clause: *It is often argued that,… It can be deduced that…* in these cases, there is a wide variety of useful verbs available, such as: *affirm, state, support, agree, disagree, challenge, claim, allege, imply, propose, identify, interpret…*

Linkers and connectors are the real "heroes" of academic English: together with a fluent use of reference words (pronouns, demonstratives, relatives) and prepositions, they take all the responsibility for the cohesion and coherence of a text, marking the sequential evolution of its content.

When thinking about connectors, we do not think about our text as a group of words put together anymore, but about **a group of paragraphs**.

https://aprendeconadela.com/linkers-and-connectors-los-conectores-del-ingles/