

## English vs. Czech academic texts

### English academic texts

#### Highly structured

Clear division of the text (abstract, introduction, body, conclusion, bibliography)

#### More logical division into sections

Logical division of the text into chapters, sub-chapters / sections, sub-sections etc.

#### Strict paragraph function

Paragraphs with clear single theme or topic, each with a “topic sentence,” body, and (possibly) concluding sentence – longer paragraphs

#### No digression from theme

Information or ideas avoided if not related to the theme

#### Thesis clearly identified

Clear thesis (expressed in introduction)

#### Clarity more important than style

Repetition of expressions and use of straightforward syntactic structures to increase clarity and understandability

#### Author – happy to state opinions

Authorial self-confidence – use of assertive statements (*The results of the research show that...*); clear titles (*Problems associated with...*)

#### Emphasis on understandability

Orientation towards the reader – the author is responsible for the reader’s understanding of the text

### Czech academic texts

#### Loosely structured

Boundaries between different parts of text less clearly identifiable

#### Less logical division into topics

No division into sections, or less logical indication of chapters and sub-chapters etc.

#### Less strict paragraph function

Long stretches of text devoted to one topic – made up of shorter paragraphs to provide reading pauses only

#### Digression from theme allowed

Information or ideas unrelated to the theme are acceptable

#### Often no explicit thesis

Explicit thesis not required. The conclusion is wherever the “javelin” lands.

#### Style more important than clarity

Use of synonyms and complex structures to convey message in a “flowery” way.

#### Author – fear of appearing immodest

Modalization – tentative statements (*From our results, it appears that ...*); modest titles (*A small contribution to understanding problems associated with...*)

#### Emphasis on sounding “academic”

Orientation towards the subject in all its complexity – it is the reader’s responsibility (or problem?!) to make sense of it.