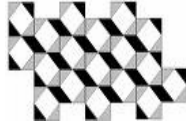


ENGLISH Academic Texts (tendencies)

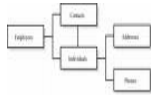
• **Highly structured**

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...*)



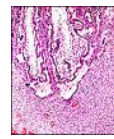
• **Emphasis on understandability**

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



CZECH Academic Texts (tendencies)

○ **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**



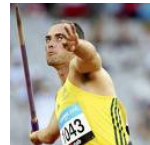
Long stretches of text devoted to one topic – made up of shorter paragraphs to provide reading pauses only

○ **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 syntactic structures to convey message in a stylistic, '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 withf...*)

○ **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.