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How to Write a Thesis by Umberto Eco: Analysis of the book

Bachelor thesis

2018   **Natália Tomášová**

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Study programme:	Foreign Languages and Intercultural Communication
Field of Study:	Foreign Languages and Cultures
Consultation Centre:	Department of Linguistics and Translation
Tutor:	Mgr. Dominika Fifíková, PhD.

Bratislava 2018   **Natália Tomášová**

Abstrakt

Natália Tomášová: Ako písať záverečnú prácu od Umberta Eca. Analýza knihy. – Ekonomická univerzita v Bratislave. Fakulta aplikovaných jazykov; Katedra jazykovedy a translatológie. – Vedúci záverečnej práce: Mgr. Dominika Fifiková, PhD. Bratislava: FAJ, 2018, 46 strán

V bakalárskej práci sa zaoberáme analýzou knihy Umberta Eca *Ako písať záverečnú prácu*. Analýza knihy je podložená metódou porovnávania a podporovania autorových vyjadrení inými autormi na tému akademické písanie. Práca je rozdelená do piatich teoretických kapitol, pričom šiesta kapitola je praktická.

V úvode čitateľa predstavujeme s danou témou a podávame základné informácie o Ecovi. V prvej kapitole uvádzame čo je akademické a kreatívne písanie. Neskôr ich porovnávame a predstavujeme ich rozdiely a podobnosti. Nakoniec, rozoberáme, či nám môže kreatívne písanie pomôcť v akademickom písaní.

V nasledujúcich kapitolách je náš záujem upriamený na aspekty písania. Najprv ujasňujeme ako si má študent vybrať tému, a čo je potrebné si premyslieť pri jej výbere. Ďalej sa upriamujeme na čas, ktorý študent venuje písaniu akademickej práce. Vo štvrtej kapitole uvádzame problematiku jazyka pri písaní akademickej práce a poslednú kapitolu venujeme zdrojom. V praktickej časti názorne ukazujeme konkrétne príklady akademickej slovnej zásoby.

Hypotéza tejto bakalárskej témy je do akej miery je Ecova kniha nápomocná pre študenta pred písaním akademickej práce. Zároveň je našim cieľom vytvoriť krátky manuál pre študentov, ktorí píšu akademickú prácu po anglicky.

Kľúčové slová: akademické písanie, záverečné práce, akademická slovná zásoba, proces písania

Abstract

Natália Tomášová: How to write a thesis by Umberto Eco: analysis of the book. – University of Economics in Bratislava. Faculty of Applied Languages; Department of Linguistics and Translation. – Tutor of bachelor thesis: Mgr. Dominika Fifiková, PhD. Bratislava: FAJ, 2018, 46 pages

Bachelor thesis is concerned with analysis of the book *How to Write a Thesis* by Umberto Eco. The analysis is based on the method of comparison and support of author's statements with others who write on the topic of academic language. The bachelor thesis is divided into five chapters dealing with theoretical research and the sixth one concerns practical specific examples of academic vocabulary.

The introduction comprises of presentation of Eco's work. The first chapter is dedicated to the academic and creative writing. We determine what academic and creative writing is and differentiate them. Then we attempt to conclude the usage of creative writing in academic writing.

Following chapters take into consideration the writing itself. First, we imply ourselves to the topic of choosing the appropriate topic for the academic paper. The third chapter is concerned with the time that students dedicate to writing the academic paper. Following chapter is introduced by the issue of language and what obstacles it includes. And the matter of the fourth chapter is sources. Subsequently, we submit various specific examples of academic vocabulary.

The hypothesis of the bachelor thesis is to determine whether the Eco's book is helpful for students before engaging with writing academic paper. The objective is to create brief manual for students who attempt to write academic paper in English.

Key words: academic writing, final academic papers, academic vocabulary, process of writing

Content

Introduction

First we would like to introduce Eco and the topic which Eco states in his book and why we chose this topic as my Bachelor thesis. Umberto Eco was an Italian novelist, literary critic, philosopher and university professor. Best known work of Eco is The Name of the Rose. His work *How to Write a Thesis* belongs to one of his final works. It sets out students' struggle to write a thesis. He describes many obstacles that students may approach, from financial difficulties to writing a thesis itself. We believe that he had many experiences as a professor with students attempting to write a thesis and the reader can see more than one example of his experiences. And as we find it very interesting and I found many books on this topic we decided that it may be intriguing to look at these guidebooks for academic writing more closely. Even though, Eco and many others describe their rules about academic writing regarding diploma thesis, we might think they could be applicable to any academic work we can approach during our studies. Eco states his thoughts with a little bit of irony and humour and his work is really easy to read. That might be appealing for students who do not want to read long books about grammar and vocabulary, although they are essential in writing. That is why we chose his work to be a central model for my thesis; because even if it is a serious work it does not impact the reader in a manner that can be discouraging.

This bachelor thesis could be a shortened version of all the books we have read about the academic writing and we hope it will be helpful to students who struggle with the first steps of writing a bachelor thesis. As we have read several books on this topic, we mainly read only about rules - what to do and what not to do. These rules may be helpful and for me they have been. After all, this bachelor thesis is supported by these books, but Umberto Eco delivers us his elaborate work which brings many specific examples what exactly we should do. How to choose a topic? How to conduct our research? He challenges us with questions like these, so we could find a topic which is appropriate for us to write.

Furthermore, my intentions are to set out various problems when writing and their solutions or rather recommendations. We will attempt to analyse Eco's rules, recommendations and views on writing academic paper. There are several books on academic writing which will be essential to this analysis.

The hypothesis of the paper is if Eco's books can help a student with simplifying the first steps of the writing process. The main aim is to summarize various issues of the

academic writing, as well as submit specific examples of formal vocabulary and basic illustrations of academic language.

1 Creative vs. Academic writing

Before we begin to analyse various steps of writing academic paper we might consider what are the differences and similarities between the creative and academic writing. Many rules regarding writing could be used in both, the academic and creative writing. Although there are differences between them, we might find also similarities and usage of language used in the creative writing in academic as well. However, we might distinguish what is considered creative and academic writing.

Creative writing is for example novel, poem, short story or screenplay. When writing a novel or poem, the usage of certain language tools may be different. Creative writing deals with storytelling, description of people and things. Therefore, the language used in creative writing contains metaphors, similes, analogies, basically any type of figurative speech.

Speaking of creative writing we may acknowledge the reader and who is going to read the novel or poem. The writer will choose his language and approach based on who he wants to read the book. If the book is romantic novel or science fiction, the reader may find different vocabulary and story. Furthermore, the purpose of poem or novel is to entertain or affect our feelings. Therefore the language might be more personal, theatrical, and florid and the imagination is the main tool the writer has, whereas the academic writing may be considered to deal with the facts and clear statements.

The academic writing includes essays, thesis, textbooks or any academic paper. Every one of these papers has its own structure, style and purpose. Their purpose can be to inform the reader, to teach something or to elaborate certain topic. For instance, when writing two pages long essay on heroes in the French literature we might not have space for some elaborate work. We can simply state our opinions, support them with citations, and defend them with general facts. But when writing a thesis or seminar paper, there is more space for us to develop the academic paper to inform and educate. Therefore, the structure and also the style can be different. There may be needed simple introduction, body of the paper and conclusion in an essay. Whereas, thesis may have abstract and several more elaborate chapters and even different institutions have their own instruction on how the structure of an academic paper should look like. And as we mentioned above, the writer may take into consideration who will read his work. When writing academic paper, the reader of academic papers as well, will find different vocabulary and outcomes of the paper according to field it is occupied with.

Referring the style in which we write: *"Prefer the specific to the general, the definite to the vague, the concrete to the abstract."* (Strunk, 1972, p.15) In creative writing writer might use nonspecific, general language. If they want to create a space for the reader's imagination they might not to explain or describe everything in the book. The reader can continue imagining further, whereas in the academic writing the reader is supposed to be reading facts or hypothesis based on facts etc. For instance, when thirty people read the same poem, there might be thirty different interpretations of this poem. People could understand it differently. Additionally, academic paper can be also interpreted differently by various people. They can have different opinions on it, they might disagree with it, but the outcome of the thesis or seminar work is unchangeable. Hence, there should be no space for the reader's imagination in an academic paper since it should be scientific and based on facts.

Regarding the language in creative writing, the usage of offensive language might be sometimes wanted, as King refers to rudeness as something what may be normal and even expected from writer. If needed, usage of offensive language can help the reader to understand the story better. The metaphors and strong expressive words could create whole atmosphere of the book. *"...if you expect to succeed as a writer, rudeness should be the second-to-least of your concerns. The least of all should be polite society and what it expects. "*(King, 2000, p.148) However, when writing academically we shall use language which might be appropriate, not rude and standard English.

When writing academic paper there are many rules to follow. We might not only pay attention to the words we use, but also if we use some word class too much. For instance, using too much adverbs can be considered as lazy and poor approach (King, 2000, p.175). According to Strunk and White in *The Elements of Style*, we should form the possessive singular of nouns by adding 's, use the active voice, omit needless words, and keep related words together and many more. And as far as a creative and academic writing can be different from each other, they have their similarities; therefore many of these rules can be applied to both.

Nevertheless, we can approach to another question as we are capable to distinguish creative writing from the academic. Are there any chances that creative writing can help us when writing academically?

According to Dr. Alex Baratta (2004), even though the creative writing has "more rhetorical freedom" and use "non-standard English, slang and even taboo words", it can help students to improve their academic writing style and further help them to

communicate their ideas and opinions clearer. (p.1) Hence, our academic paper can be more understandable if students are capable of explaining the issue more clearly. Consequently, the academic paper might be more comprehensible and the readers may understand it better. *"In fact, a well placed metaphor, analogy or turn of phrase can help to illustrate one's point more succinctly and simply add life to otherwise impersonal academic prose."* (ibid) We may consider the usage of these "rhetorical flourishes" and not to avoid them. On the other hand, if we place metaphors and analogies in academic texts, we should do so only when it is appropriate or necessary. *"...we either use rhetorical figures effectively, or we do not use them at all."* (Eco, 2015, p.152) Even though, it may be helpful for us to use figurative speech in academic texts, we should do so carefully and place them only where we might not be capable of expressing discussed matter in another way. The academic paper still should have its style and vocabulary and not be overwhelmed with literary expressions or slangs etc.*"Stylish academic writers choose their metaphors carefully..."* (Sword, 2012, p.104)

Regarding academic papers, it is tend to be taught by many teachers of academic language, that there should not be language which is dealing with metaphors, similes, expressive language and such. And writing academically often means to avoid phrasal verbs and figurative devices which may not be appropriate to use. Regardless, we might take the creative writing and its place in academic writing into consideration.

2 Subject of academic paper

2.1 Choosing appropriate topic

In this chapter we would like to imply ourselves to subject of choosing a topic. Eco states many rules which we should follow in order to choose the right topic. We will comment on several of these, so called, rules. In concern of choosing a topic there are various things we should consider. Does the topic relate to our studies? Are we, as students, capable of conducting the research of this paper? Is there sufficient amount of sources we can use? Can we understand them with knowledge we obtain?

According to Eco (2015), *"The topic should reflect your previous studies and experience."* (p.7) *"You should have some experience with the methodological framework that you will use in the thesis."* (ibid)To comment on these statements, it may seem that students can often submit papers that have nothing in common with their studies. There are few matters that are popular, speaking of topics that students are likely to choose, such as papers about European Union, women's suffrage, environment, global warming etc. These are not issues we should not talk about or cover them in academic papers. The question is, if the student's studies are relatable to these matters. Many students choose a topic because of its popularity. It is true that there is a possibility to collect a great amount of sources because of it and the process of gathering up books and material for writing on such topic would be easier. But many topics, as Eco states, are not associated with our studies. For instance, if student studies the English language, it could be basically safer to write about something that you already know, rather than about environment or technology. Therefore, we suppose that the student will choose a topic within the linguistics, British or American studies, and literature and so on.

We are not implying that students should choose a topic which they know all about; our academic papers give us an opportunity to learn new information of course. But we shall consider if the topic is not too hard for us to manage. And imagining the student of an English language gathering up information about environment might be a handful. For instance, Kurt Vonnegut (1980) indicates in his essay *How to write with style* that we shall find a topic we care about. And it may be certainly true. If student is working on a paper about French conquest of the Maghreb, then one should have an interest in the presented subject. How would one conduct research of long history of invasions and such without certain appreciation for the topic? Certainly, we may encounter some passages of the discussed subject that will not be as interesting as expected. Even though, we may

enjoy French author such as Victor Hugo, we do not have to be fond of Jean Racine. Therefore it is more enjoyable for students if they like what they write about, but it does not have to be a path paved with the roses all of the time.

Turabian (2007) suggests: *"Your best research will begin with a question that you want to answer. But you must then imagine readers asking a question of their own: So what if you don't answer it? Why should I care?"* (Overview of Part 1)Therefore, another question we may ask is why we want this topic and what we want to achieve. We might want to ask ourselves a question we want answer to by researching certain topic. In case we do not know what we are looking for in the research, our work might lose its purpose and we can encounter with this problem already in the introduction of our paper. In order to introduce the readers with our work we might have to state our objective we want deal with in our paper. Hence it is important for us to decide what our question in matter of our research is and then decide if the topic is right for us to write. This hypothesis is also stated in the Swales interpretation of introduction purpose: *"The main purpose of the Introduction is to provide the rationale for the paper, moving from a general discussion of the topic to the particular question, issue, or hypothesis being investigated."* (Swales, 2012, p.285) As many students might know or many teachers may advise that title, introduction and table of contents should be written last. Eco complains that it should be the first thing we want to write down. The reason is simple. We determine in what direction our paper might develop. Even though, we can change many things in table of contents because we could observe better ideas or methods we want write about, it might serve as a lead-*"hypothetical table of contents"*-for us in the first attempts to a final draft. Also one should be careful when writing an introduction. We can say that many seem to consider it as necessary evil, but we might want to pay attention what kind of promises we give to our reader to avoid further issues with the defence of our academic paper. (Eco, 2015, p.107) It would not seem well if we state in our introduction that we are going to make comparison of two German authors and then not delivering it.

2.2 Extent of our research

Other error in choosing a topic often made is choosing a topic without closer look on what is it really about. Then, after some time, students may notice that they are not capable of managing such issue, even if it is in compliance of their studies. It is simply too broad. Therefore, Eco warns us against too vast and unspecific topic. *"...the more you narrow the field, the better and more safely you will work."* (Eco, 2015, p.13) He describes specificity

as an "act of shrewdness", because students tend to write about big topics which are too broad and are impossible to manage. I suppose that students imagine it as easy to write about history of France and they simply do not realise that it contains too much information.

In other words, Eco believes that we should be inclined to topics which include less information. It would be unimaginable to write about French history in the extent of bachelor or master thesis. When writing about such vast topic, we could not base our ideas on anything; we would simply ramble about main historic facts and have nothing significant or relevant to write about. Then, the academic work would seem as generic, unorganized and inconsistent. *"You must carve out of your topic a manageable piece."* (Turabian, 2007, 2.1.2) In case those students choose topic which is not too vast and too narrow for them to analyse, the work might be easier and the field may benefit from the outcome of the paper.

"One of the most common problems encountered among the students I counsel is biting off too large a topic or question for their dissertation. Don't feel like you're cheating or slacking off if you end up reducing the size of your project." (Bolker, 1998, p.72) Therefore one should not be embarrassed if one finds out that the topic is not manageable.

Another issue for students when choosing a topic may be selecting contemporary and ancient topics. Eco (2015) indicates that contemporary topic might be seen as easier, more fun. As we mentioned earlier, there are some students which choose topics because of its popularity and that is the case. We often believe that contemporary authors are easier to read and accessible. I would say that it may not be completely true. Ancient or simply older topics usually have wide range of publications, reviews on the specialists in the field. Maybe there are copies of book you need in every library. With the contemporary authors it is not that simple if you do not have a topic which is talked about. Everything depends on your exact topic. However we may agree on this with Eco. More ancient authors and topics are maybe even easier. There is some amount of certainty that with ancient topic you will have valid foundation of information and common bibliography. (pp.16-17) Certainly, we might not deny there will be some laborious reading, but it should be included in every topic we chose, contemporary or not.

Another issue students may have with ancient topics is, if there are any further discoveries to the topic. *„One way to do this is to ask yourself after reading a paper: "is there a way to expand upon this research, or to approach it in a different way, or to apply the same techniques to a different subject?" If you do this with several papers, you'll find*
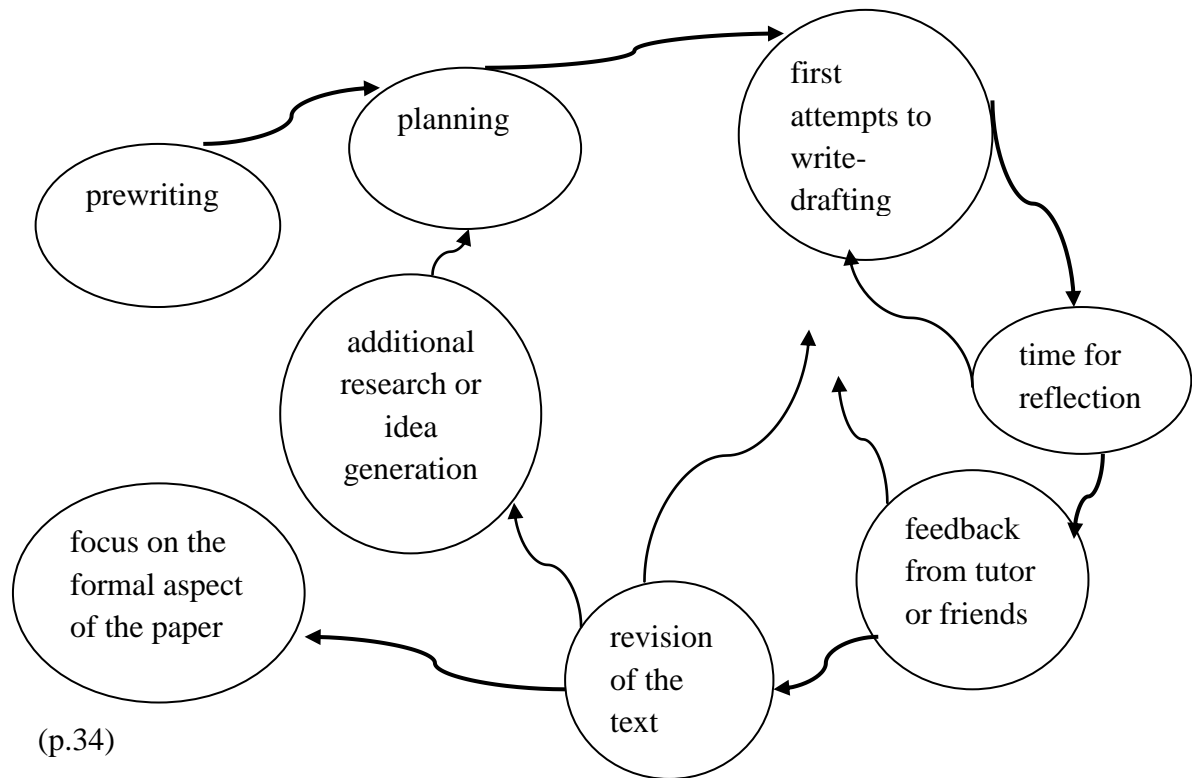
*that there is no shortage of ideas. "(*Hayton, 2012) Considering Hayton's approach there may be only left to say that *'sky is the limit'.* We may find this very difficult, but it is the same work we might have to deliver when choosing any topic. We are about to ask questions and questions to find our object of dealing with even if it is contemporary or ancient.

2.2.1 The factor of time

How much time should we dedicate to writing an academic paper? There are different types of academic paper such as essays, bachelor thesis, master thesis, dissertation thesis etc. Therefore each one may consume different amount of time. Either way, there is no exact rule or suggestion for how much time we should dedicate to writing for example bachelor thesis. Some often say that students have always time and many students can have issue with procrastination, laziness and they may think that they can achieve finishing thesis in one month. And probably some can. However, Eco gives us suggestions on how much time is appropriate to spend on writing a thesis and why.

Eco states, when writing a thesis, students should write a thesis in *"no longer than three years and no less than six months"* (Eco, 2015, p.17). In Slovakia it is not possible for student to write a thesis for three years because Master degree last only two years. But even when considering a student writing his thesis or any academic paper, it should not take for a long time. Some may disagree or complain that every student has its own pace. Every student has to know his weaknesses and the writing should probably start when one thinks it is time.

To take a case in point, many students work better or more efficiently under pressure, some may not. Some read and conduct their sources slowly, some may not etc. It may really depend on one's capabilities and even situations in life. Many suggest that writing fifteen minutes a day is guarantee of successfully finished dissertation. However, we may take into consideration students' needs and preferences. Some like to write only two or three times a week. Some may prefer writing one hour a day, some three whole days in a row. Even some may prefer to write at home, some at school etc. Therefore, it varies from person to person and from topic to topic. One might have to find its own pace and pattern in which one will continue writing. (Sword, 2016) Some students, according to Curry (2003), may have writing process approach like this:

planning

prewriting

first
attempts to
write-
drafting

additional
research or
idea
generation

time for
reflection

focus on the
formal aspect
of the paper

feedback
from tutor
or friends

revision
of the
text

(p.34)

And some may not because every writer can have different approach to writing. One may tend to skip some of the stages or they can approach them in different order. (ibid) *"If you prefer an outline, use one, especially if your project is relatively short. The problem is that an outline can force you to specify too much too soon and so lock up a final form before you've done your best thinking."* (Turabian, 2007, 2.3)

Despite the fact that students may have various approaches to writing, there might be a chance that they will write their thesis for too long. The time can come when students do not know how to continue their work because they might have chosen not manageable topic in a short paper as a bachelor thesis. Further, there may be students who want to write about everything and then again, the paper can seem as generic or incohesive. And one can just abandon the topic because one did not choose carefully. Student may realize after some time that it is not what expected or that it is too hard. All this is connected to the beginning when we are only thinking about our topic for academic paper. It should be thorough process of rigorous and cautious reading, thinking and choosing. *"But the biggest mistake he can make is to fail to allow sufficient time for his thesis."*(Eco, 2015, p.19) This takes us back to the point of student's capabilities.

Further, students may acknowledge that even if we start the whole process at the right time, we might be able to use an outline. Outline can help one to coordinate ideas and by that can facilitate an issue with not having enough time. When we create the outline we can see what is going to be our matter of issue in the future. We may even see what we will

need for completing certain chapter. For instance, we create an outline where we include chapter which requires source that is not accessible. Therefore, we may avoid unpleasant situation of not having the time for getting the source. *"If you prefer an outline, use one, especially if your project is relatively short. The problem is that an outline can force you to specify too much too soon and so lock up a final form before you've done your best thinking."* (Turabian, 2007, 2.3) Outline, as mentioned, can urge us to write down things very specifically. Even though we maybe do not have to worry about it when our outline can change as the process is going forward.

With not finishing our paper in time, we may encounter with issue of getting stuck. However as Sword (2012) indicates, we might tend to "keep writing continuously" with one exception for error correction etc. *"Whatever happens, keep writing"* (p.170) because we can correct it later and *"the process, not the product, is the point of the exercise"*. (ibid)

Writing any academic paper in a short time can make work really hard or not of a good quality. We either will not have time to write it well regarding research and its elaborating. Or simply, we will not succeed in submitting the paper. And speaking of not dedicating much time for research and elaborating, we may consider that *"...a thesis teaches one to coordinate ideas, and the topic is secondary."*(Eco, 1977, p.19) Even when student chose carefully the topic and has clear vision of the academic paper, there might be another issue. And that is the coordinating the ideas which can consume time. It is elementary for us to study the sources and afterwards be able to capture important things in order to write something meaningful. Therefore, as Eco's statement demonstrates, in furtherance of writing our thesis we are obliged to learn how to organize ideas. This task is only possible by practising, and for that we need time. Essentially, students which choose to write a bachelor thesis in a month and seem to have no practise in writing might get themselves in an unpleasant situation.

In order to have organized ideas one may consider dividing paragraphs. Dividing paragraphs often is meant as an idea of structuralized academic paper. We may tend to write long sentences. And from these long sentences might develop long incomprehensible paragraph. When we divide some section of our chapter into shorter little ones, we may see clearer where it is headed or what the meaning of what we wrote is. *"Ordinarily, however, a subject requires subdivision into topics, each of which should be made the subject of a paragraph."* (Strunk, 1972, p.11) It seems as reading shorter paragraphs, opinion after opinion, conclusion after conclusion, and interpretation after interpretation, could be more

interesting to read and easily understood. It is significant for us to be aware that other people reading the paper are trying to comprehend and assimilate thoughts we offer.

Therefore, in order for others to understand, separating our thoughts on describing matter would be not only less complicated for us as writers but also for the reader. Also, if we are elaborating some idea, thought or even invention of ours, we should be capable of detection when to stop. As mentioned, we should exemplify terms, but that is applicable to finishing your reasoning as well. *"...eloquence should be the servant of the ideas in your head."*(Vonnegut, 1980) Readers may want to put themselves in others' shoes, so they will not be analysing simple thought for too long.

Furthermore, these rules about how to write and choose a topic give us an opportunity to not have to rewrite everything from scratch. We may write everything in the first draft that comes to our mind. Of course, we will rewrite it many times afterwards. The main idea is to write, to write as much as possible in order to find our style of writing, to establish what our thesis is going to be about. As mentioned, firstly we want to determine our content and then change it until it is a reflection of our paper. The same situation is related to writing itself. I believe, it is almost required to write even we do not know if it is properly structured, relatable to our table of contents or of any good quality at all. For example, according to Stephen King, Kurt Vonnegut rewrote each page of his novels several times until he has it exactly like he wanted (King, 2000, p.209). Writing is practise and we do not want to expect that it is possible to write any academic paper in the first draft. *"You learn to write by writing."* (Zinsser, 2001, p.49) Therefore, students may find difficult all these rules about how to write academically, how to choose right topic, right sources and avoid plagiarism, and on the top of everything have plenty of time for all of it. One advice we would suggest is to write and not wait or only read the sources; hence we are not absorbed with ideas of others.

3 The language

3.1 Knowledge of a foreign language

Another obstacle which can often occur is acquired skill in foreign language. *"...we should not choose a topic that involves foreign language skills that we do not currently possess, or that we are not willing to acquire."* (Eco, 2015, p.23) Students usually do not realize that their work might require skill of this sort. According to Eco, one cannot simply write topic about French history without satisfactory level of French. Even though, there are many sources in English or language one speaks, it is possible that most needed sources will be in source language, therefore French. There are many translations of various books these days, but it is more than expected that papers on matter we work on are mostly described by native authors. And even though these papers are translated, we would have to consider if critics of these books are as well. (ibid)

Eco states that if student is willing to acquire such skill it is possible to write an academic paper on topic which requires knowledge of a foreign language. If we consider student in Slovakia who has three years of studying ahead and choose topic for bachelor thesis in a second year, I tend to doubt that there is such possibility for this student. There is not enough time for him or her to obtain this skill. Although, as well as Eco complains that there are students which may gain sufficient level of Swedish in a week. (Eco, 2015, p.24)

In any case, student should not choose a topic which requires skill of foreign language when not having a basic command of the particular language. It is more than possible that even if you know the language in which the main author writes, the language of fellow authors might be different. Therefore, we must consider this when choosing a topic as well. In order to have a good base of knowledge about certain topic and have sources we can conduct properly, it seems necessary for us to consider skills in foreign languages. Even in defence, our findings, remarks and discoveries can easily become questionable.

But we may find this statement of Eco exaggerated. As Vydra (2010) indicates, it might be impossible for us to write only about things which are only in the language we command. Even when we look at the amount of academic papers that are produced every year in the world, it would be probably unimaginable to be limited only to the sources and topics in our mother tongue or in the language some may speak. Vydra (ibid) basically

tends to think that we could propose to him to write about medieval authors in Latin which he likes to cite in his work. (p.110)

Eco (2015) also disputes if knowledge of one Slavic language allows us to assume that we fully understand source in another Slavic language. As we may know some of them are really similar. So when a Slovak student knows that his sources are in Czech and not Slovak, should he or she use them? It may matter a lot about what kind of Slavic language we speak of. The similarities between Slovak and Czech are so noticeable that it should not be an issue for a student to choose Czech version of a book, unless its objective is related to something where even the smallest difference in language can affect our understanding of the meaning. On the other hand, when we consider a student from northern Slovakia region and speaks dialect of Slovak and Polish, the issue of not understanding properly what the author means in Polish is more than anticipated. Therefore, we might again evaluate what variety of skills, capabilities and competences we possess. We should not depend on knowledge which is not fully applicable in academic paper. (p.24)

3.2 Foreign language in academic writing

Either way, we might consider students who may write their academic papers in foreign language. The language which may be the most common is English when writing in a foreign language. Therefore, there might be several issues that students or even teachers can have. Norris (2018) indicates several recommendations when writing in English. *"Never translate whole sentences from your mother tongue."* (p.4) As we may know the grammar, syntax etc. differs from language to language. Hence, we may consider expressing our thoughts in English. There tends to be a possibility that students may have problem with expressing their thoughts by translating a source language with word for word translation. In that case, the native readers can see that person who wrote the paper is not English. However, this does not have to be our only issue. By translating with word for word translation we may encounter with the outcome where the sentence in English has whole another meaning. Another way how to achieve correct English in academic writing may be*: "Write short, simple sentences. Use simple verbs such as 'to be / have / get / find out."*(ibid) By writing short sentences we could achieve the usage of concrete language as Sword (2012) is also indicating. *"Concrete language is arguably the single most valuable tool in the stylish writer's toolbox."* (p.51) By using short sentences we may, as learners of second language, gain more safety, accuracy and precision.

Vonnegut suggests: *"Simplicity of language is not only reputable, but perhaps even sacred."* (Vonnegut, 1980) By that, Vonnegut describes writing poetry or prose, but one can easily apply this in the writing an academic text. We do not want to overwhelm the reader by long sentences; even Eco warns us that we are not Proust. (Eco, 2015, p.147) Then we should write in clear understandable language, but also academic vocabulary should be included when writing such text. As we already mentioned, one may write bachelor thesis in hope it will be read. Hence, we may want to be understandable, therefore understood.

Moreover, students of foreign language may have issues with similar spelled words and that can cause confusion. *"Choose the word with the right meaning. Affect doesn't mean effect; elicit doesn't mean illicit."* (Turabian, 2007, 11.3)

However, students which do not write their papers in foreign language may consider if the knowledge of one is required. On the other hand, students which have command of foreign language and write in it may acknowledge the differences in syntax and the process of their thought translation.

3.3 The audience

3.3.1 Defining terms

Furthermore, when defining terms students may pay attention to explain properly their thoughts on discussed topics. When student writes on topic which includes foreign words one might consider explaining them. On the other hand, one is maybe expected to write clearly in sake of understanding. Nonetheless, our academic paper should be organized as our thoughts on the topic. When one is paraphrasing or citing one might consider blending ideas with authors.

Writing with clarity is the first thing we may consider. Student may think that what is written is generally known when it is not. Therefore, in the interest of being understood, we may consider this rule of Eco: *"Always define a term when you introduce it for the first time."* (Eco, 2015, p.154)Essentially, we are not reckoned to explain every term we use. If we write about invasion of African countries we are not expected to interpret what invasion means. And also, if we decide to exemplify *bey* (the title of the governor of the district or province in the Ottoman Empire) we would also explain what means *dey* (the title of the governor of Algiers before the French conquest in 1830). So, after deciding to explain one term, we might pay attention to other words that could cause difficulties understanding.

In addition, one might use definite and clear language, as we mentioned before. If

we write an academic paper where we discuss an issue we might explain ourselves in order to give exact explanation why we think this way. Otherwise our thesis may seem like we are dealing only with general statements and therefore do not properly understand the issue. *"In exposition and in argument, the writer must likewise never lose his hold upon the concrete, and even when he is dealing with general principles, he must give particular instances of their application."* (Strunk, 1972, p.17) Consequently, students may use concrete language when explaining something in the direction of readers' understanding of the topic.

3.3.2 Metalanguage

We may also agree on terms of students writing their thesis like themselves. Then if we write about Dobroslav Chrobák, we should not write like him. Therefore, student should not write in a style which is not comfortable or even inappropriate to write in. We should own our words and opinions and not resemble to a person which we write about. Eco describes the language we should use in our academic paper as *metalanguage- "a language that speaks of other languages"* (Eco, 2015, p.150). That is the language which can be understood by all of us. Everything we say, interpret, claim, disagree with, we should say in metalanguage, so in a language that we all understand. It is to say not colloquial language but without nuances. *"Use more advanced terms for familiar concepts (e.g., vehicle; evaporate), as well as words and phrases that connect, contrast, and emphasize ideas (e.g., even though; since)."* (Brooke, 2017) As we write academic paper, we may express ourselves in academic manner, meaning sophisticated language, proper vocabulary, correct syntax and such.

3.3.3 The reader

In addition, when we start to write our thesis we may consider other rules Eco (2015) displays for us. In order to begin to write your thesis we are obliged to determine *"To whom do you speak when you write your thesis?"* (p.145) Eco's answer is that we speak to humanity as to a reader, whoever that might be, and not only to an advisor. And we may agree, as far as our aim of thesis is to inform, educate and maybe even inspire someone. Therefore, we may acknowledge that it is important what kind of language and interpretation we apply. After the consideration of to whom we speak, we can implement certain explanation and definition of terms as we mentioned before. Not everybody can understand some terms we write about, we simply should not perceive understanding of

others as natural thing. There may be many students or teachers who will not be familiar with our topic at all.

An advisor, a friend, family, basically anyone around us could be our *"guinea pig"*. (ibid, p.151) We can understand guinea pig reference as our first readers will be our testing readers. The idea is to not only write and conduct research and then again write. We can find ourselves in a situation when we submit our final draft to an advisor and realize that it is really bad. Feedback is essential. The first, second or third draft should be read by someone. If not, there is a possibility that we finish a paper we do not like or that we will not have time for rewriting parts which we do not want to include anymore. Either way, we should not rely only on our opinion or assumption that the paper is perfect.

To support this idea of having guinea pig as our advisor, not only our advisor at university but also a friend or family, we can commend Stephen King's (2000) recommendation. He advocates that we should have at least 2 drafts (especially when we are not familiar with writing at all). Furthermore, regarding the thought of showing our paper to someone, we shall relax. Meaning that one might want to be alienated from their paper or whatever they wrote. By this alienation, we make a step back and might gain whole another perception of we wrote. We may see it objectively and our opinion should be unbiased even when we will evaluate our own work. This so called alienation can be achieved by not working on it for some time, not even reading it. If we constantly work on some paper, we are reading many materials and conducting our research. One might get even confused by his ideas when rereading it. If we step back, we will refresh our thoughts, maybe discover some new approaches to our work and by that loosen any misinterpreted and even misleading statements of ours. King illustrates it as we will read our work like stranger's work. (p.209)

Consequently, we may consider having someone or even more than one person for reading our drafts. *"Look for someone other than your instructor or advisor who will talk with you about your progress, review your drafts, even pester you about how much you have written."* (Turabian, 2007, 2.4)

3.4 Style of the academic writing

3.4.1 Impersonal academic writing

"I or we?" is a question in which Eco complains whether a student should mark his opinions and ideas in a first person of singular or plural. Basically, what Eco (2015) states

is that if we predict that our paper will be read by someone, we might also think that the reader could want to appropriate the ideas we presented. (p.155) But on the other hand, the usage of "I think..." or "In my opinion..." may serve as highlighting that it is what we, personally, think. Therefore, I believe that in some cases it may seem essential for us to use the first person of singular. Even though, as Anton Vydra (2010) states in his *Academic writing (Akademické písanie)* that we should set just for one option. Either we are addressing our ideas and such in plural of author or singular or even in style where we do not regard to anyone.

For example: We might consider reading Umberto Eco's book *How to Write a Thesis.*

I suggest considering reading Umberto Eco's book *How to Write a Thesis.*

One might consider reading Umberto Eco's book *How to Write a Thesis.*

You should read Umberto Eco's book *How to Write a Thesis.*

By examples above, we may understand the differences between approaches of writer to a reader. Students could think that some of these examples are impersonal. But the academic writing and the vocabulary should be impersonal, and thus not figurative. The authors of *Academic Manuel (Akademická príručka)* (2005) are describing plural of author as an action of "dragging" the reader in. As already was mentioned, our papers are likely to be read by someone, therefore we might want to be understandable. We could describe it as inviting the readers to our ideas and opinions that we are willing to share with them.

On the other hand, this could not be even the matter of discussion when some may think that our work is not about to be considered as serious. *"Once upon a time, PhD students across the disciplines were taught that personality should never intrude upon scholarly writing. Apprentice scientists, social scientists, and even humanities scholars were warned that their research would not be taken seriously unless they reported on their work in a sort of human- free zone where I and we dared not speak their names."* (Sword, 2012, p.36)

Consequently, we may speculate if we want to use personal *I* or no. One may argue that for the reason to be taken seriously, one might prefer using only impersonal *We.*

3.4.2 Exclamation point, irony...

Very important recommendation from Eco is also: *"Do not use ellipsis and exclamation points, and do not explain ironies."*(Eco, 2015, p.151) Our thesis or any academic paper may not be the work where we can write these. Student may feel that the

exclamation point fits there, but academic papers require language which is clear, accurate and specialized according to field we engaged within our thesis. *"Exclamation points are rarely appropriate for academic writing, except where they are part of quoted material."*(Turabian, 2007, 21.6)

Eco agrees that it is possible for a student to use exclamation points or irony when suited. We could say that there is so thin line between properly used irony and lowering of the work to non-academic level. Therefore, it would be most recommended to rather not use these elements in purpose of leaving the level of our thesis at higher-academic- level.

Another error made is described as *"bad habits of the amateur writer"* (Eco, 2015, p.153), for instance quotation marks. Not those which we use in order to mark the author's exact words used, but those which are used to notify the reader that something important is being said. Or they are used to mark the words which are termed as jargon, slang etc. It is really not recommended to use, only once or twice when needed, but academic paper is not a work we want use this forced attention quotation. Student should be capable of saying what he wants to say without excessive amount of quotations or usage of exclamation points.

On the other hand, Sword indicates, according to their study, that number of academic writers include questions or quotations or even do not use first-person pronouns in order to capture the readers' attention, therefore students may not be that restricted when using these, sometimes helpful, not scientific figures.*"These statistics will, I hope, give courage to academics who want to write more engagingly but fear the consequences of violating disciplinary norms."* (Sword, 2012, p.22) Hence, there should not be fear to use stylistic devices or irony and sarcasm marks.

3.4.3 Vocabulary

Furthermore, in order to write an academic paper of a good quality, one might consider the language one use. It is said that in academic paper is no place for slang, informal colloquial language, and the structure of sentences is organized. Students often do not realize the significance of the vocabulary and grammar. Student might have written really good paper- speaking of its content. But when it is expressed in a manner which is not really appropriate, then even the content of a good quality loses on its accuracy. When one has sufficient insight into grammar and developed vocabulary, one has much more easier job to do. Stephen King (2000) describes our knowledge and capabilities as toolbox which we have accessible when writing. This toolbox contains grammar, vocabulary and

our style. *"I want to suggest that to write to your best abilities, it behooves you to construct your own toolbox and then build up enough muscle so you can carry it with you. Then, instead of looking at a hard job and getting discouraged, you will perhaps seize the correct tool and get immediately to work."* (p.114)

Of course, King is describing writing a fiction where the writing is different because you may want to write as naturally as possible, we may imagine. But when writing an academic text we may use any type of dictionary which could be useful for us. Even when a student does not possess knowledge and capabilities, mentioned above, he or she may write in a style they know and after correct it. We are speaking of students with capabilities at least on the level of recognizing what is wrong and correct, and how to improve it. Because when we are dealing with students which are not aware of their mistakes and are ignorant to their errors, then these students are whole another chapter.

Many students might wonder how to penetrate the barrier of advanced vocabulary and grammar. The answer may be simple and maybe even expected. Reading. Reading could be an answer on how to gain sufficient vocabulary. By reading one might unconsciously collect vocabulary which then will emerge when one will write.

4 Sources

As we discussed in previous chapters the time we should dedicate to our academic paper, foreign languages and also the academic language itself, students may take into consideration the sources. There are many sources these days which may not be appropriate to cite because of their relevance, especially the ones that we find on the internet. *"The number of reliable Web sources grows every day, but they are still islands in a swamp of misinformation."* (Turabian, 2007, 3.4.3) On the other hand students may choose sources which are not accessible or not manageable. They may be about our topic, however one might not be educated enough to understand them.

4.1 Accessibility of the source

Eco (2015) indicates: *"The necessary sources should be materially accessible."* (p.7) Eco basically suggests that we want to look if there are sources we can use for our topic in order to not find ourselves in situation when we do not know where and how we can find them. One may write on topic which requires sources that are not accessible in one's country. Consequently, students should look for their sources ahead so they could obtain these sources. However, Eco (ibid) states that one should have time for travelling throughout the country or maybe even to another country in order to be in possession of these materials. We can consider these statements rather not current as far as students are able to provide themselves with the materials online. On the other hand, if we speak of ancient topic which is not talked about very much, it can be a problem for some students. Hence, students may make preparation for such issue and think ahead if there are enough sources to use.

4.2 Manageable sources

Speaking of coping with the materials, students may find difficult to read some of the scientific works they approach. Even though that student should already have some knowledge about the topic already it can be hard to understand some of the sources. When one is writing bachelor thesis, one simply does not have to be specialist on the subject. *"The necessary sources should be manageable."* Accordingly, we may want to find sources which are reliable and scientific but also understandable for us. We may want to read, take notes, understand the issue and take *"small and manageable tasks instead of trying to confront the complexity of the whole project."* (Turabian, 2007, 4.6)

Eco's first chapters in his book transfer us from choosing a topic to how to use a library and how to find our sources through catalogue. We may find this matter in one of the first subsections of the chapter about conducting the research. He states many certainly essential and applicable processes which student might find helpful. For instance, the bibliographical index card file is the direction which is effective to follow. However, in order to manage our sources we might sort them. One may be swamped by various sources, and therefore not manage them. Either way, one may see difference between manageable sources and on the other hand, not be capable of managing them because of not organizing them properly.

4.3 Relevance of the sources

Relevance of the sources may be an issue for many students. These days, students usually may use the internet for providing the sources. Accordingly, they may find many sources which are not reliable. For instance, they do not have the author, whoever can write their commentaries on certain articles etc. Many of us usually do not know how we differentiate relevant source from the questionable one. Turabian (2007) suggests looking for a site that *"is sponsored by a reputable organization"*, *"related to a reliable professional journal"* or *"does not make wild claims, attack other researchers, use abusive language, or make errors of spelling, punctuation, and grammar"*(3.4.3). We may also look for the date of update. It is really important for students to know which source is reliable and not. There are many of them which are not. *"Your paper should refer to a variety of current, high quality, professional and academic sources."* (Whitaker, 2010, p.3) Students, these days, may find it easy to find sources. We can browse the Internet and we are in a possession of many of them. However, it should be important for us to consider going to the library. We can easily lose the opportunity of finding many sources that are only available there. (Turabian, 2007, 3.4.3)

The whole process of choosing sources should be important for us. One may have chosen rare topic to elaborate, one may have enough information and sources to build it on, however we may pay attention not only to relevance of our thoughts and statements but also to relevance of our sources as well.

4.4 Plagiarism

Concern of plagiarism may not be extraordinary these days. To discuss this issue we may deliver certain examples of what is considered as plagiarism: *"You cited a source but*

used its exact words without putting them in quotation marks or in a block quotation. You paraphrased a source and cited it, but in words so similar to those of your source that they are almost a quotation: anyone could see that you were following the source word-by-word as you paraphrased it. You used ideas or methods from a source but failed to cite it." (Turabian, 2007, 7.9) Many students could argue that it was not intentional to do so. Many of them could lie and many of them could be telling the truth. *„Do NOT rely on sources too much. It's YOUR paragraph, so it should contain your ideas about the topic as well. "*(Whitaker, 2010, p.15) Even though you are not aware of plagiarising some author, you may consider sticking to your thoughts on topic and to be overwhelmed by others' ideas. Consequently, you may avoid this issue if you will state your own opinions and not the borrowed ones.

In the book *They Say, I Say* (2010, pp.48-49) is advised to blend the author's ideas with our own. That is another case where the writer may want to use definite language and use tangible explanations. In this case we may not exclude the quotation from the text; we want it to be coherent and maybe also nicely organized. One may want to consistently pass from quotation to paraphrasing and vice versa, or from our own statement to paraphrasing or quotation. It may seem more comprehensible to reader. Also, if we are to disagree with an author's idea, we might consider valid explanation. Nothing may seem more amateur as contradicting someone's idea by simply not agreeing. As mentioned before, one is designated to state his ideas clearly and thus explain certain ideas and thoughts. By that we also may regard to quotation not fully presented. One cannot expect that simple quotation is enough or that the explanation of particular quotation is not needed.

Nonetheless students should pay attention to plagiarism in order to not be found in the situation where our whole work is not taken seriously. It should be important for us to be aware of plagiarism. As Sword (2012) says, *"citation conventions promote academic humility and generosity"* (p.154) and also, we might *"acknowledge their intellectual debts, and to affirm the contributions of their peers"* (ibid). Consequently, students may not even care about their academic paper; however, they might consider the hard work and scientific research of others.

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5 Academic English

As we discussed various parts of academic writing, which should be important for us, we might not want to forget about practical use of vocabulary and grammar. We already mentioned usage of correct vocabulary and word order which may be an issue for many students. Therefore, we provide here several useful parts of how academic language look like. There are various parts of language we should cover when writing academically as linking words, signal and reporting verbs, vocabulary. All of these determine academic language and are essential when writing.

5.1 The importance of academic language

Throughout the previous chapters, we submitted various students' issues with writing academic paper. Event though we consider these issues as important, some may ask why. Why are even discussing this topic? The answer would be that we may suggest taking writing academically more serious. The significance of academic language may be undeniable. Academic papers, whether we are referring to students' work, such as bachelor or master thesis, or papers of academics are important. They provide us with research and therefore knowledge. For instance, we may further discover new approaches to the fields. Consequently, we might improve our process of writing academic paper and academic language as well. As Meško (2005) argues, the quality of academic papers defines educated society. (p.21)

Eco (2015, pp.1-4) briefly describes what is considered as a thesis in Italy. There is required certain amount of pages and one should write about an issue within the field of one's study. That is also applicable in Slovakia and we may say, in Europe as well. Therefore, we can see that if there are thesis (bachelor or master) required for acquiring a degree, we should consider the importance of writing it correctly. In *Academic language in the world* is stated that European Union share of global research expenses comprise of 24%. Also, the scientific journal production is dominated by the United States, European Union and also Asia. (Curry, 2010, p.11) Due to this fact, we may take into the consideration, that even though not many of the students will continue the studies further, we may want them to write within the international norms and also in the scientific manner. As it is also indicated in the book, the English language is considered to be lingua franca (ibid, p.22), therefore the students which write academic papers in English should acknowledge certain issues referring writing academically. Many students these days may

choose the English language for writing academic paper; hence the level of their academic language should be appropriately adjusted.

5.2 Linking markers

Linking words are probably the first issue that occurs when one starts writing. They are usually used when one does not want to start the sentence without any introductory word or phrase. On the other hand, some may want to refer to something what has been already said. We may want to determine meaning or highlight our thoughts by sentence openers. They may serve us as aid when not knowing how to introduce some fact, citation or paraphrase.

Here are various types of linking words. The division of linking markers and the examples are partly from *They Say, I Say* (Graff and Birkenstein, 2010, pp.109-110):

Addition	Contrast	Cause and effect	Example	Elaboration
moreover	however	accordingly	for example/ instance	actually
also	nevertheless	consequently	as an illustration	by extension
apart from	nonetheless	thus	after all	in short
furthermore	in spite of	therefore	specifically	in other words
besides	conversely	hence	consider	ultimately
indeed	on the contrary	because of	to take a case in point	to put it bluntly/ succinctly/ another way
in fact	regardless	in/by contrast	namely	

Comparison	Concession	Conclusion
along the same lines	admittedly	as a result
in the same way	although it is true	consequently
likewise	granted	hence
similarly	naturally	in conclusion/short/sum

rather than	of course	to sum up/summarize
than	to be sure	in the final analysis
whereas	while	in summary

Linking markers can help us to build the sentence, to organize our thoughts and are essential when justifying, summarizing and introducing our ideas. However, one may be aware that one should use them sparingly. The usage of academic vocabulary or linking words does not indicate the scientific value of paper. Therefore, one should know when and how to use them. One does not want to use them wherever in the sentence and also should be used accordingly to the meaning to illustrate one's point. Otherwise, the sentences and even the whole paper can seem like we were trying too much.

Hence, we should use linkers as a device for coherently putting together our thoughts and dividing the paragraphs, but we might still want to focus on the content we are creating.

5.2.1 Introductory phrases for quotations and paraphrases

Other linking expressions we might use are introductory phrases for quotations or paraphrases. We might not want to use only "He/she says..," As we are expected to write academically, we may use more sophisticated words to introduce someone's quotations. As indicated before, we maybe prefer to imply, to highlight, and to strengthen the importance of the quotation.

Consequently, we may:

-introduce quotation:

- X states, "...",
- As the prominent philosopher X puts it, "...",
- According to X, "...",
- X himself writes, "...",
- X maintains that, "...",
- Writing in ... X complains that "...",
- In X's view, "...",
- X agrees when she writes, "...",
- X complicates matters further when she writes, "...",

(Graff and Birkenstein, 2010, p.46)

-explain quotation:

- Basically, X is warning that the proposed solution will only make the problem worse.
- In other words, X believes ...,
- In making this comment, X argues us to ...,
- X is corroborating ...,
- X's point is that ...,
- The essence of X's argument is that....

(Graff and Birkenstein, 2010, p.47)

5.3 Vocabulary

5.3.1 Academic vocabulary

Academic vocabulary can be considered as the main part of academic writing. Every student of any field will encounter with an issue of using appropriate vocabulary. Certain words are considered as colloquial expressions; therefore we should not include them in academic English. Some words may be neutral however we might use some words which are more formal. Students do not have to be aware of some words being informal.

Here are some examples of informal and formal words which are withdrawn from *English Vocabulary in Use* (McCarthy and O'Dell, 2008, p.10) and from *Academic Writing in English* (Norris, 2018, p.45):

-expressing amount:

Informal	Formal
only	sole(ly)
mainly/mostly	primarily
more or less	virtually
a bit	a little, slightly, somewhat
a couple	two, a pair, a duo
a lot (of), lots of	several, many, multiple
enough	sufficient
little(=few)	few, insufficient, lacking, rare

plenty of	abundant, numerous, frequent

-academic verbs:

Informal	Formal
to look at	observe, view, perceive, approach
to compare	contrast, characterize, distinguish, differentiate
to be finding out	learn, survey, inquire, explore
to balance	evaluate, consider, conclude, concede
to show	indicate, demonstrate, illustrate, exemplify
to test	verify, falsify, ensure, establish
to change	modify, adapt
to choose	determine, to be found on, to be specified
to lay down	establish, to be found
to stress(=underline)	highlight, emphasize

Other examples of formal verbs are: argue, assert, insist, report, suggest, acknowledge, endorse, extol, praise, corroborate, complain, contend, contradict, qualify, refute, renounce, implore, urge etc. (Graff and Birkenstein, 2010, p.39- 40) As we implied before, these words may serve as aid to express our thoughts in academic manner, however there might be a thin line between the correct implementation and the overuse of these words.

5.3.2 Confusing words

There are certain words in the English language that can sound or be spelled similarly and have different meaning. Learners of English as second language should observe these differences between the words otherwise they can make mistake which might create errors in meaning. Therefore, their work will be misunderstood and maybe not taken seriously.

Few examples submitted below are from *Academic Writing: A Handbook for International Students* (Bailey, 2006, pp.136-137) and *Academic writing in English* (Norris, 2018, pp.46, 48):

accept (verb)	except (prep.)	site (noun)	sight (noun)
close(adj.)	close (verb)	tend to (verb)	trend (noun)
compliment (noun/verb)	complement (verb)	rise (verb- past tense- rose)	raise (verb- past tense- raised)
economic (adj.)	economical (adj.)	quite (adj.)	quiet (noun, adj.)
its (pronoun)	it's (pronoun + verb)	chance (noun)	change (verb)
principal(adj., noun)	principle (noun)	phenomenon (singular)	phenomena (plural)
past (noun, adj., and prep.)	passed (verb)	effect (as a verb- to change something)	affect (as a verb- to change or influence something)
lose (verb)	loose (adj.)	weigh (verb)	weight (noun)

5.3.3 Prepositions

Speaking of prepositions, there are several nouns, adjectives and verbs which are connected to prepositions. When writing academically, we might consider using the appropriate preposition to be grammatically correct.

For instance, Bailey (2006) implies that we might be understood more comprehensibly when using verbs with prepositions instead of using phrasal verbs. *„The cars are made in Korea. (verb + preposition = easy to understand) The writer made up the story in a night. (phrasal verb = hard to understand)"* (p.155)

We can see, below, the examples of prepositions which usually occur after verbs. The division of prepositions and examples are partly from *English Vocabulary in Use* (McCarthy and O'Dell (2008, p.36) and *Academic writing in English* (Norris, 2018, p.49) :

preposition	verb
WITH	associate, provide, couple, equip, (dis)agree, compare, correlate, connect
FROM	depart, benefit, emerge, exclude, isolate
OF	write, speak, convince, dispose, (dis)approve

FOR	account, search, call, argue, apply
TO	introduce
IN	participate

Other prepositions may be related to nouns; therefore we submit several examples of which nouns might be often connected to prepositions. The division of prepositions and examples are partly from *English Vocabulary in Use* (McCarthy and O'Dell (2008, p.38) and *Academic writing in English* (Norris, 2018, p.49) :

preposition	noun
AT	look, attempt, point, age
IN	changes, differences, increase, decrease, reduction
INTO	insight, inquiry, research, investigation
ON	work, research, influence, emphasis, effect
OF	basis, idea, part, lack, exploration, means, addition, influence, pursuit, effect
FOR	need, reason, basis, case, preference
TO	relation, approach, response, attention
TO/TOWARDS	attitude, tendency, move, progress
BEHIND	principle, rationale, assumptions, logic
BETWEEN	relationship, difference, distinction

Regarding adjectives, we may list few examples as well from *Academic writing in English* (Norris, 2018, p.49):

preposition	adjective
FROM	absent, different, extracted
TO	added, similar, grateful, foreign, essential
IN	dissolved
OF	representative, exclusive

5.3.4 Tentative language

Tentative language may be important for student to consider when writing academically. For instance, when writing an introduction, student should propose a hypothesis, question for research. Thus, the hypothesis might be in a language which does not claim anything. One might do not want to be sure of something that is not true or proved to be true. *"Conclusions should use tentative language. Avoid absolute statements such as education reduces crime. Instead use cautious phrases: may reduce crime or tends to reduce crime."* (Bailey, 2006, p.106) Other recommendations for verbs from Bailey (ibid) are: "think/ consider/ hypothesise/ believe/ claim/ presume." (p.135)

Other examples we might consider using are from *English Vocabulary in Use* (McCarthy and O'Dell, 2008, pp.82-83)

verb	noun	adverb
indicate, assume, seem, appear, tend, perceive, suggest, may, might	tendency, evidence, likeliness, perception	evidently, seemingly, mostly, apparently, allegedly, probably, reportedly

Even though, we might use these words in order to not claim something, we should use them sparingly. We want to express our ideas and thoughts carefully; howeve, we may want to hold our ground.

5.3.5 Exclusion of needless words

When referring to English sentence and its composition, students of English may consider using correct tense, being clear and not being ambiguous, nor writing sentences with useless words. Hence, we might take into consideration some examples of being more precise when writing.

Strunk (1972), in *The Elements of Style*, refers to various issues regarding the composition. For instance, he suggests statements being in positive form:

not honest ⟶ dishonest

not important ⟶ trifling

did not remember ⟶ forgot

did not pay attention to ⟶ ignored

did not have much confidence in ——————→ distrusted

(p.15)

In order to be clear, we may consider adapting the negative forms to positive. Thus, we can be clearer in justifying or explaining our thoughts on discussed matter. Other suggestion may be to be definite to avoid being ambiguous. As Norris (2018) indicates, *"state promptly and clearly all the main items involved..."* (p.5) For this reason, we should be specific:

This ——————→ This disease

These ——————→ These two drugs

It ——————→ Such a program

We also may include Strunk's (1972, p.18) suggestion to avoid needless words which can occur as redundant. Concerning clear formulation of our ideas we might exclude words, thus be coherent. For example, we can observe that expressions on the left side are confusing. On the other hand, we might clearly see that expressions on the right side are more succinct, therefore more comprehensible.

the question as to whether	whether (the question whether)
there is no doubt but that	no doubt (doubtless)
in a hasty manner	hastily
this is a subject that	this subject

As we discussed several topics regarding writing an academic paper, we might say there are various aspects to it. In this practical part, we summarized basic recommendations on how to write academically. Using academic vocabulary, linking markers, definite language etc. is certainly one of the few matters we might consider. Even though there are many books and guides on writing academically, students may experience unpleasant situation when not being familiar with basics of academic writing. Therefore, we might recommend collecting this vocabulary and such through reading and practising writing.

Conclusion

The main objective of bachelor thesis was to analyse Eco's book *How to write a thesis* and to submit brief manual on how to write academic paper for students of English language. Analysis of the book presents the significant process steps of writing academic paper. The interpretation of Eco's recommendations and thoughts on writing are encountered with suggestions of others.

The hypothesis of bachelor thesis was to determine if Eco's book can be helpful for students. As far as we have read the books which complement this thesis, we could say that the book has significantly different approach to the reader as well as the impact. There are many books on the topic of academic writing and we must say they are helpful. They have helped us with conducting our bachelor thesis. Nonetheless, *How to write a thesis* can influence the reader on another level with its easiness and friendly approach. It may be the most engaging book for students speaking of books on academic writing. Several books we mentioned and support various chapters may seem as too scientific or even too hard for student to read and properly comprehend the issues of academic writing.

As I mentioned above, the aim of bachelor thesis and analysis of the book was to create brief manual for students who write academic papers in English. Throughout the chapters, the reader will encounter with the significant steps of writing academic paper. The reader is accompanied with basic steps of writing from the choosing a topic to the issue of sources and practical examples of how one should write.

There are certainly more issues to this topic as citing, paraphrasing and other formal aspects of the writing academically. These issues are not covered in this paper; hence I apply myself to supplement this paper of further difficulties with academic writing.

The contribution of this bachelor thesis represents the importance of the topic itself. Students may perceive writing academic papers as necessity and not dedicate enough time to the many steps it contains. Therefore, I hope this manual will be helpful manual for students who do not want to dedicate time for reading whole book on how to write properly.

Resumé

Bakalárska práca sa zaoberá analýzou knihy Umberta Eca *Ako písať diplomovú prácu?* (How to write a thesis?) V tejto analýze rozoberáme isté kapitoly, v ktorých Eco uvádza rady ako si správne vybrať tému, aký čas by mal študent venovať záverečnej práci a pod. Analýza obsahuje vyjadrenia ďalších autorov, ktorí sa zaoberali témou ako písať akademicky.

Dôvod prečo sme si vybrala túto tému je častý problém študentov so záverečnými prácami. Môžeme spomenúť problémy s vybratím správnej témy, plagiátorstvom, či už použitím vhodnej slovnej zásoby. Keďže práca je písaná v anglickom jazyku, rozoberáme taktiež aspekty anglického jazyka týkajúce sa spájacích výrazov, podobných slov s rozdielnym významom, ako aj slová, ktoré sa spájajú s istými predložkami. Ďalej spomíname štýl jazyka, v ktorom by sme mali písať našu záverečnú prácu atď. Problém so zvládnutím aspektov záverečnej práce ma zaujala, keďže sama som sa stretla s istými ťažkosťami s písaním. So spomenutými ťažkosťami mi kniha Umberta Eca veľmi pomohla a práve preto som sa ju rozhodla zanalyzovať.

Hlavným cieľom tejto práce je analyzovaním predložiť krátky návod pre študentov ako písať záverečnú prácu. V teoretickej časti sa zaoberáme celým procesom písania záverečnej práce, od udania rozdielov medzi kreatívnym a akademickým písaním, cez použitý jazyk v práci, až po relevantnosť zdrojov a pod. V praktickej časti, udávame konkrétne príklady akademického jazyka. Ako napríklad, vzor formálnej a neformálnej slovnej zásoby, uvádzacích výrazov pred citovaním alebo parafrázovaním, ako aj určité spôsoby ako sa vyjadriť jednoducho a jasne.

V prvej kapitole ujasňujeme rozdiel medzi kreatívnym a akademickým písaním. Uvádzame, že kreatívne písanie môže obsahovať metafory a prirovnania. Celkový jazyk môže byť obrazný a nie je obmedzený na výber slov. Tým myslíme to, že napríklad v románe sa môžu vyskytnúť vulgarizmy alebo hovorové výrazy. Zatiaľ čo v akademickom písaní by mal byť jazyk vhodný, teda spisovný a obraznému vyjadrovanie by sme sa mali vyhnúť. V kapitole uvádzame spomínané rozdiely, ale aj podobnosti a využitie kreatívneho písania v tom akademickom. Uvádzame, že metafory, prirovnania alebo irónia, teda obrazný jazyk, môže dopomôcť študentovi lepšie vyjadriť svoje myšlienky. Keďže očakávame, že našu prácu bude niekto čítať, chceme byť zrozumiteľní a isté výrazové prostriedky nám môžu dopomôcť k tomu, aby sme boli správne a jasne pochopení. Medzitým spomíname aj to, že by akademickému písaniu dopomohla voľnosť

jazyka, aj tak by sme mali udržať formu akademického písania a text by nemal byť preplnený týmito výrazmi.

V ďalšej kapitole uvádzame problematiku výberu témy. Výber témy považujeme za kľúčový, a preto zadávame odporúčania ako si správne vybrať tému. Študenti si často môžu vybrať tému, ktorá nesúvisí s ich predchádzajúcim štúdiom. Mnohokrát si poriadne nemusia premyslieť, čo chcú v téme zahrnúť, a preto výber môže obsahovať až príliš veľa informácii. Udávame, že téma môže byť veľmi rozsiahla, a tak nezvládnuteľná alebo nezrozumiteľná, keďže záverečné práce majú danú obsahovú normu. Ďalej sa zaujímame o problém pri výbere, či bude naša práca na historickú alebo súčasnú tému. Študenti sa môžu prikláňať k téme, ktorá je súčasná viac ako k historickej. Pri súčasnej téme môže hrať svoju rolu aj jej popularita a študent si nemusí uvedomiť nedostatok zdrojov na túto tému a pod. Alebo si taktiež niektorí môžu myslieť, že v istých častiach výskumu nie je už čo nové vymyslieť, a teda napísať. Prikláňame sa avšak k názoru, že témy môžeme rozoberať inými metódami a rôzne metódy uplatňovať v iných témach. Potom je škála výberu tém neohraničená.

V tretej kapitole je náš záujem zameraný na čas. Myslíme čas, ktorý študent venuje akademickej práci. Nadväzujeme na predošlú kapitolu tým, že keď si študent nevyberie tému, ktorá je spracovateľná, tak sa môže ocitnúť v situácii kedy nebude schopný za určitý čas napísať svoju záverečnú prácu. Taktiež uvádzame, že každý študent má svoje tempo a proces písania jednotlivca môže byť rôzny. Jednému študentovi môže trvať písanie bakalárskej práce mesiac, inému pol roka. Jeden môže mať v procese bakalárskej práce napísané tri hrubé návrhy, iný to môže napísať dobre na prvý pokus atď. Uvádzame, že študent by si mal napísať koncept, ktorým sa bude riadiť keď ide o kratšiu prácu. Samozrejme, koncept sa môže meniť počas toho ako bude postupovať vo vytváraní svojich myšlienok a rozdielnych kapitol. Pri vytváraní svojej akademickej práce sa hlavne zameriavame na rozdelenie kapitol do celistvých celkov, teda paragrafov, a tak sa učíme zosúladiť naše myšlienky. Hlavnú vec, ktorú zdôrazňujeme v tejto kapitole je, že každý z nás sa má rozhodnúť koľko času je potrebné na úspešné dopísanie záverečnej práce podľa svojich vedomostí a zdatnosti v písaní.

Jazyk je témou nasledujúcej kapitoly. Keďže samotný jazyk zahŕňa mnoho aspektov, rozhodli sme sa zamerať hlavne na to, či je vedomosť cudzieho jazyka potrebná pri písaní akademických textov, aké sú ťažkosti študentov, ktorí píšu v anglickom jazyku prácu tohto typu. Pri písaní práce v cudzom jazyku sa sústreďujeme na akademickú slovnú zásobu, taktiež ako aj na definíciu termínov. Potom sa kapitola plynule prelína do časti kde

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určujeme, že definícia istých termínov môže byť veľmi dôležitá. Tvrdíme tak na základe toho, komu píšeme tento text, a teda kto bude čitateľom. Ďalej sa opierame o fakt, že našim čitateľom nebude len školiteľ, a preto by sme mohli zvážiť vysvetlenie pojmov, ktoré môžu byť nejasné alebo neznáme pre ďalších, nie odborníkov v problematike. Postupne kladieme dôraz aj na školiteľa a ďalších, ktorým dáme prečítať naše hrubé návrhy.

V poslednej kapitole teoretickej časti obraciame našu pozornosť na zdroje. Pri tejto problematika spomíname možné ťažkosti študentov s prístupnosťou zdrojov, ich vierohodnosťou ako aj relevantnosťou. Kapitola obsahuje aj závažný problém plagiátorstva, a to ako by sa študent nemal príliš spoliehať na svoje zdroje. Prílišné spoliehanie sa na zdroje môže viesť k nevedomému plagiátorstvu alebo študent stratí svoj vlastný názor k danej téme, pretože si môže myslieť, že zdroje vypovedajú myšlienky namiesto neho.

Praktická časť zahŕňa konkrétne príklady ako by mal akademický jazyk vyzerať. Akademický jazyk nám prináša mnoho tém, ktorými sa môžeme zaoberať, avšak my sa sústreďujeme na základné stránky akademického jazyka. Do toho sme zaradili napríklad spájacie výrazy, ktoré nám môžu dopomôcť k prepájaniu našich myšlienok. Ďalej sme uviedli niekoľko príkladov ako sa dá uviesť citácia alebo parafráza. Do kapitoly sme okrem toho začlenili príklady formálnych a neformálnych slov, či už výrazov, ktoré vyjadrujú množstvo alebo frázových slovies. Neskôr sme udali isté ukážky slovies, podstatných a prídavných mien, ktoré sa viažu s predložkami. Táto problematika môže byť často problematická pre študentov cudzieho jazyka, a preto dávame dôraz na gramatickú stránku akademického jazyka. Po uvedení príkladov slovnej zásoby, sa náš zámer obracia na štýl jazyka. Keďže v záverečnej práci udávame hypotézy, študent by nemal nič tvrdiť bez presvedčivých dôkazov. Preto by študent mal zvážiť, či v istých vetách bude niečo tvrdiť alebo jemne navrhne čo si myslí a aké našiel riešenie na danú problematiku. Posledná pasáž je venovaná nepotrebnosti slov, ktoré mnohokrát používame a nemajú žiadnu funkciu texte. V teoretickej časti sme udali, že študent by mal písať jasne a zrozumiteľne. Vyhýbanie sa týmto slovám nám k tomu môže dopomôcť. Tu taktiež predkladáme ukážky ako sa vyjadriť bez nepotrebných slov. Nakoniec hodnotíme celú praktickú časť tým, že hoci je veľa praktických kníh na túto tému a študent by mohol zvážiť ich zadováženie, čítaním a trénovaním môže získať plynulosť akademicky sa vyjadrovať.

V závere uvádzame, že v tejto bakalárskej práci nie je zahrnuté všetko, čo sa týka tejto témy. Práve preto sa doplneniu ďalších informácií budeme venovať v ďalšej práci. Taktiež dúfame, že táto práca bude prínosom a pomôže študentom s prvými krokmi písania bakalárskej práce.

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