

## DIFFERENCES IN ACADEMIC WRITING ACROSS CULTURES

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**Abstract:** It is widely acknowledged that English has become the dominant language of academic communication in recent decades, with its role as an academic lingua franca being more prominent than ever before. As evidence of this trend, it has been reported that "more than 90 per cent of the journal literature in some scientific domains is printed in English" (Hyland, 2006, 24). This widespread use of English in academic publishing has undoubtedly shaped the global landscape of scholarly exchange, creating an environment in which English has become the preferred medium for communicating research findings, ideas, and innovations across a wide array of disciplines.

**Key words:** academic writing, Anglo-American discourse, non-Anglophone scholars, rhetorical conventions, cross-cultural communication, writing styles.

### INTRODUCTION

This linguistic shift has led to the establishment of the Anglo-American academic writing style as the de facto standard for modern international academic communication. As a result, scholars and researchers from around the world are increasingly expected to adopt this writing style when producing academic work intended for publication in international journals, regardless of their native language. This expectation has had profound implications for non-Anglophone academics, who now find themselves navigating the complexities of both mastering English and adjusting their writing to conform to the conventions of Anglo-American academic discourse.

For many non-Anglophone scholars, particularly those in countries where English is not widely spoken or taught, the question of how to achieve international communicative competence has become a critical concern. In the competitive world of academic publishing, researchers from non-English-speaking backgrounds must not only produce high-quality research but also ensure that their writing meets the expectations of international editors and readers. The ability to write in English, while also adhering to the norms and stylistic conventions of Anglo-American academic writing, has thus become an essential skill for academics striving to disseminate their work to a global audience and gain recognition within the international academic community.

### METHODS

However, despite the importance of adopting international writing standards, many non-Anglophone academics, particularly those working in the humanities and social sciences, continue to adhere to their own national writing styles. These national styles often differ significantly from the Anglo-American approach, reflecting distinct rhetorical traditions, linguistic structures, and cultural values. In many cases, these scholars may not be fully aware of the differences between their native writing conventions and the expectations of

international audiences, or they may simply be reluctant to abandon established writing practices that are deeply embedded in their own academic traditions.

This persistent attachment to national writing styles can pose significant challenges for non-Anglophone academics. When writing in English for international journals, the failure to align with the conventions of Anglo-American academic discourse can result in a range of negative outcomes. In some cases, articles that do not adhere to these conventions may be rejected outright by editors, who may view the writing as unclear, disorganized, or lacking in the appropriate scholarly tone. Even when research articles are accepted for publication, they may struggle to gain traction with international readers, particularly if they are perceived as difficult to understand or unconvincing due to the differences in rhetorical structure or argumentation style. This can severely limit the impact of the research, preventing it from reaching the broader academic audience that the author intended.

## **RESULTS**

The risk of rejection or poor reception is especially pronounced in the humanities, where the expectations for writing are often more nuanced and complex. The Anglo-American academic style typically emphasizes directness, clarity, and a linear progression of ideas, whereas many non-English writing traditions may prioritize indirectness, cyclical arguments, or a more elaborate and less straightforward presentation of ideas. This can create significant challenges when authors attempt to navigate the demands of international journals, where the expectation is often for writing that is concise, logical, and easy to follow.

Furthermore, the growing prominence of English as the global academic language has highlighted the need for non-Anglophone scholars to not only refine their language skills but also to gain a deep understanding of the cultural and rhetorical norms that underlie academic writing in English. This includes mastering the use of precise academic vocabulary, adhering to appropriate citation practices, and adopting the formal tone that is customary in scholarly writing. It is no longer enough for non-Anglophone researchers to simply translate their work into English; they must also adapt their writing style to meet the expectations of international readers, ensuring that their research is communicated effectively and persuasively in a global context.

## **DISCUSSION**

Although the problem of cross-cultural academic communication in English was first addressed by Kaplan (1966) more than half a century ago, it continues to persist as a significant issue in academic writing, to varying degrees, even in the present day. Kaplan's seminal work introduced the concept of cultural differences in academic writing, particularly focusing on how different nationalities employ distinct rhetorical strategies and argumentation styles. His analysis suggested that these differences in academic styles were deeply influenced by cultural norms, and he identified specific patterns of argumentation in different linguistic traditions, such as the indirectness often found in Asian writing or the linear, direct approach seen in Anglo-American writing.

Since Kaplan's pioneering study, a significant body of research has emerged, exploring the cross-cultural variations in academic writing. Numerous linguists, rhetoricians, and scholars have continued to investigate the challenges that non-native English writers face when trying to publish in international journals and engage with a global academic audience. For instance, studies by Clyne (1987) and Swales (1990) further elaborated on Kaplan's ideas,

emphasizing the role of language as both a tool for communication and a reflection of cultural values. Clyne's work, for example, explored how English-language academic writing practices were influenced by socio-cultural factors, including the writer's national background, educational traditions, and communicative expectations.

### CONCLUSION

In conclusion, the widespread use of English as the dominant language of academic communication has created both opportunities and challenges for non-Anglophone scholars. While English has facilitated the global exchange of ideas and research, it has also placed pressure on researchers to conform to the writing conventions of Anglo-American academic discourse. For non-English-speaking academics, the ability to gain international communicative competence has become a vital skill, enabling them to share their research with a wider audience and enhance their visibility within the global academic community. However, this process is not without difficulty, as the persistence of national writing styles can lead to misunderstandings, rejections, and limited reception in international academic circles. Therefore, it is crucial for non-Anglophone scholars to recognize the importance of adjusting their writing styles to fit international norms while still maintaining their unique academic perspectives and voices.

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