

ACADEMIC ENGLISH IN RESEARCH PAPERS: A STYLISTIC ANALYSIS OF THE TEXTS OF SRI LANKAN WRITERS

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ABSTRACT

Over the last decade, Sri Lankan academics and professionals have shown an increased interest in doing small scale research nationally and regionally. There have been many journals and research conferences in the English medium initiated by the Sri Lankan Universities and professional organizations and societies. They encourage publication and presentation for financial, professional, and humanitarian benefits. Many write the findings of their research and submit. However, apart from the quality and quantity of the research papers, the Academic English quality used in the papers still lacks mastery and fine-tuning. The style of Academic English needs improvement to meet international standards. Mostly it is one of the factors demoting the publications and presentations in the indexed and international journals and conferences. A linguistic approach called stylistic analysis uses the extracted texts of the papers published in business management and finance in the national universities' conferences in 2019 and 2020 to describe and explain the features and expressions which are not academically standard and suggest appropriate alternatives. It is qualitative. These findings show the implications of wordiness overall. It exemplifies the wrong or low standard academic writing practices in preposition use, punctuation in complex and compound sentences and sentence adverb punctuation, verb-preposition, verb-noun combination in hypothesis formulation, word use, word relations within a sentence, active and passive voice use, diversity in using the types of clauses and phrases, nominalization vs verbalization, adverb and adverbial phrases and clauses, linking words, and diversity in academic vocabulary. Thus this paper creates awareness of efficient and effective Academic English practices in drafting the research papers to meet the standard nationally and internationally.

Keywords: *academic English, stylistic approach, redundancy, Sri Lankan research writing, wordiness*

INTRODUCTION

English rules the world of journals. Graddol (1997) says that it is the medium for the educational, ‘the cultural, political, or economic life’ in 42 countries. He provides significant statistics: English as first language users are around 375 million, as second language users 375 million, and as a foreign language users, 750 million. Research paper writing needs expertise and experience. The present generation of academics and professionals are time-tightened and mechanical in communication. They heavily depend on electronic, digital, and computer devices to draft and manage their academic, professional and personal communication, written or oral. “The biggest setback for English would have been if Bill Gates had grown up speaking Chinese” (Crystal, 1997). However, they have limitations in achieving efficiency and effectiveness unless the human brain matures enough to monitor, intervene, and improve the standard writing. Graddol (1997) finds out that the world dominantly uses English as the working language: international organizations and conferences, scientific publications, international banking, economic affairs and trade, advertising for global brands, audio-visual cultural products such as film, TV, popular music, international tourism, tertiary (university) education, international safety (airline and maritime travels), international law, “relay language” in interpretation and translation, technology transfer and internet communication (p. 8).

English has enthroned in Sri Lanka for two hundred years. It has pervaded into every nook and corners, not to say, the institutions of higher education and elite societies. The Sri Lankans cannot speak a few sentences in their native Tamil and Sinhala without code-switching and

code-mixing with English. If the situation of speaking faces this dilemma, the writing has almost cowed in. Though the academics and professionals in Sri Lanka uphold academic English at the highest level normatively, pragmatically, there is a severe gap visible in the research papers and proceedings of abstracts published regularly all over Sri Lanka. There is a keen interest for them to publish their research qualitatively and to reach international recognition. Narvaez-Berthelemot and Russell (2001) confirm that English occupies the dominant language of academic and research journals. Some of the significant features of low standard academic English writing of the Sri Lankans are as follows: confusion, redundancy, wordiness, number disagreement, monotony, grammatical lapses like article use, increased passive voice use, increased inflectional morpheme use like prepositions, decreased diverse derivational morpheme use, and monotonous subordinate clause use like relative clause ignoring participial clause severely. ‘The preferred values, discourse conventions, and knowledge content of the academy, as well as certain linguistic skills’ (Canagarajah, 1999), demand the research writers get training to overcome the significant features of low standard academic English writing.

Academic English varies in different disciplines. The binary of science versus humanities is prominent. However, within science or humanities, the features and styles are different requirements. Schütz (2005) differentiates language use the business from science. Many Sri Lankans do not distinguish between academic English and formal English, worse, between formal and informal language. A few do not consider the distinction between spoken and written language styles. However,

academic English reflects and represents systematic and scientific approaches. The characteristics incorporate simplicity, universality, conciseness, preciseness, generalization, validity, reliability, coherence, cohesion, logical relation, diversity, predictability, factual establishment, and application. They manifest ‘a common language between academicians from different nationalities’ (Crystal, 1997).

There is a ‘for and against’ situation about academic English use in some countries. Fennell (2001) discovers the educated Indians excel in English use, and India overtakes other countries in speed spreading faster all over the country, and overseas they study, work, and live. However, the opposite also happens. The French government takes stringent measures against those French writers ‘using Americanisms or English phrases where a French equivalent exists’ (Johnson, 2004).

LITERATURE REVIEW

Academic English is the tool for promoting and emotion of ‘the international mobility of young researchers’ (Graddol, 2006). Testa (2006) says that the Thomson Scientific selection process considers Timeliness, International editorial conventions, Peer review, and English-language bibliographic information as the primary measures. Also, the citation indices such as SCI (Science Citation Index Expanded) and SSCI (Social Sciences Citation Index) depend on academic English (Weill & Weill, 2006). Many in Sri Lanka encounter an adverse situation except for a few lucky and fortunate enough to have bred in English educated families and taught in English encouraging institutions, primarily at the school level, to be specific, at the primary education

level. It is essential to master ‘clarity, maturity, formality, and confidence’ (Glatthorn, 1998). Though the researchers have spent their time and energy doing the research successfully, if their academic English fails in presenting their research in the papers, it may not be successful in ‘contributing to the canon of scholarly works in a subject’ (Huff,1999). It is unfortunate that despite the genuine hard work and intelligence, their research is ‘deprived of this opportunity’ (Bakopoulos, 1997). Sri Lankan researchers face a face-off situation between their research and academic English: “publish in English or perish” (Viereck, 1996, p. 20; quoted in Spichtinger, 2000).

Academic English contains both domains of abstraction and application. The use of technical, abstract, conceptual words or phrases in ‘polysyllabic’ forms affects ‘the content’ adversely (Henney, 2001). However, Canagarajah (2002) gives a politico-ideological reason for academic English posing a severe threat to non-western researchers. He reasons that ‘the geopolitics and egotism of academia’ in the western academic domain do not accommodate ‘non-western manuscript submissions that require extensive editorial change, and dismiss them because of poor language.’

In this post-independent era, after almost more than 70 years have passed since the British left our coast, once enthroned British English during the colonial and post-colonial period has morphed into Sri Lankan English. Throughout these years of major political, socio-economic, and cultural transformation, it has taken its natural course mixing the Western macrocosm with Sri Lankan microcosm and reviving indigenusness. It

happened mainly in a linguistic and religious revival. As a result, Sri Lankan English has acquired ‘a set of political, social, and cultural connotations’ (Peters, 2004).

RESEARCH METHODOLOGY

This paper uses a linguistic tool called stylistic analysis to determine the quality of academic English used in the papers and the style meeting international standard. It investigates the extracted texts of the papers published in business management and finance in 2019 and 2020 to describe and explain the features and expressions which are not academically standard and suggest appropriate alternatives. It is a qualitative content research approach to published texts as primary data. Thus the requirements for sampling is relevant. The paper exemplifies texts to prove the stylistic features available or missing in the papers.

It analyzes some of the significant features of low standard academic English writing of the Sri Lankans. It affirms their ‘preferred values, discourse conventions, and knowledge content of the academy and certain linguistic skills’ (Canagarajah, 1999).

It unravels the examples for features such as confusion, redundancy, wordiness, number disagreement, monotony, grammatical lapses like article use, increased passive voice use, increased inflectional morpheme use like prepositions, decreased diverse derivational morpheme use, and monotonous subordinate clause use like relative clause ignoring participial clause severely.

DATA ANALYSIS

This paper discusses academic English in research papers via a stylistic analysis of Sri Lankan writers' texts. It mainly focuses on the appropriate and inappropriate linguistic and stylistic practices in the research papers rather than the accurate or inaccurate grammatical forms. The stylistic features covered are wordiness, dummy subject, participial clauses, relative clauses, prepositional redundancy, verbalizing versus nominalizing, meaning or word or phrase redundancy, abstract versus concrete: ideas versus events, the active and passive voice, passive language, and splitting a long, complex sentence. They are grammatically acceptable but stylistically inappropriate.

This paper also summarises some visible grammatical elapses in the papers, such as article, punctuation, deficiencies, wrong idiomatic verbs, and the number agreement. However, this discussion is limited and secondary to the objective of the paper discussion.

1. Wordiness: Prepositional redundancy

The prepositions show a logical relation between the morphological forms of sentences. However, if there is a possibility to avoid the prepositions as much as possible, the communication will be straight and more comfortable to understand the meaning. Using prepositions is not unacceptable, but reducing the number in a single phrase will simplify understanding. (O) means the Original Sentence and (R) the Revised Sentence.

(O): Descriptive statistics related to IFR-Index and one-sample t-test is used to ascertain the current level of IFR disclosure (1) in Sri Lanka for the financial years 31st March 2020.

(R): Descriptive statistics related to IFR-Index and the one-sample t-test is used to ascertain the current IFR disclosure level (2) in Sri Lanka for the financial years 31st March 2020.

The above text has a noun phrase (1), which has a preposition relating the two noun phrases, ‘the current level’ and ‘IFR (the Internet Financial Reporting) disclosure’ connected by the preposition, ‘of.’ Stylistically, it is better to avoid the preposition and form a revised noun phrase (2).

(O): Last few years (1) empirical study discloses that extent of adoption of IFR (2) varies among countries.

(R): In the last few years (3), an empirical study discloses that the extent of IFR adoption (4) varies among countries.

The adverb (1) misses the article and a comma. They are grammatical mistakes. It is better to replace the NP (2) with (4). However, only the second preposition is removed, and the NP is revised. If the first preposition is also removed, it appears, ‘the IFR adoption extent.’*It makes the articulation of the phrase uneven and the meaning complicated. If the NP is more lengthy or complex, avoiding all the prepositions and revision is not feasible. The style may become a lapse.

In some texts, prepositional redundancy shows the distinction between the changeable and the unchangeable.

(O): The research lays down suggestions to reform the law in Sri Lanka (1) to ensure the maximum protection of the employee rights and benefits (2) against the abuses stemming from the unequal bargaining power of the employers, (3) during the unfavourable times of global health emergency. (4)

(R): The research lays down suggestions to reform the Sri Lankan law (5) to ensure the maximum protection of the employee rights and benefits (6) against the abuses stemming from the employers' unequal bargaining power (7) during the unfavourable times of global health emergency. (8)

It is acceptable to change NP (1) with (5). However, as discussed earlier, (2) is unchangeable. It will appear 'the employee rights and benefits' maximum protection.'* Again, it is not appropriate. However, NP (3) is replaceable (7). Again, the NP (4) is irreplaceable.

Wordiness versus Directness

Wordiness has been a popular negative writing trend in the domain or genre of academic English. Sri Lankan writers are not exceptional. Mostly unintentionally and unaware, the writers use 'far too many words or unnecessarily complex or abstract words' (Scribendi, 2020). This faulty writing can cause a severe disturbance in establishing logical relations, coherency, and writing quality. The readers find it monotonous and boring, and sometimes hard to understand the correct message. Some of them are 'filler words,' 'redundancy,' 'qualifier overuse,' and 'logorrhea.' The first one 'sneak between relevant words, and though they may sound good, they are essentially useless.' For example, "Some

teachers generally say that students need to increase their reading or e-reading activities rather than spending time in social media and game entertainment." It could change as "Some teachers say that" or if it is the writer's opinion and transfer it to the third person actor, 'some teachers,' then it is better to avoid "Some teachers generally say that." The third one is also unnecessary repetition or intensification. A single, more potent word can often replace it. For example, "He is extremely angry" could be shortened to "He is furious." The last one means 'the intentional use of long sentences or overly abstract wording' (ibid.)

(O): Thus, results of previous research studies (1) regarding this aspect became irrelevant because the company may update their (2) corporate website.

(R): Thus, previous research studies (3) regarding this aspect became irrelevant because the company may update its (4) corporate website.

The expression 'results of' is redundant (1 -3). Also, the noun 'the company' disagrees with the pronoun, 'their' (2-4). This mistake is grammatical and occurs due to carelessness or indifference.

(O): Moreover, unstructured interviews were held with the selected employees in the fields of (1) Information and Communication Technology, Education, Financial Services, Medical and Legal.

(R): Moreover, unstructured interviews were held with the selected employees in (2) Information and Communication Technology, Education, Financial Services, Medical, and Legal.

The expression ‘the fields of’ is redundant (1 - 2).

(O): authors focus on an in-depth analysis in each and (1) every angle.

(R): authors focus on an in-depth analysis in every (2) angle.

The expression (1) has redundancy, so one determiner is enough (2).

(O): Therefore, examine (1) the current extent level of IFR practice (2) in Sri Lanka is needed to get (3) a better understanding.

(R): Therefore, examining (4) the current extent level of IFR practice (5) in Sri Lanka needs (6) a better understanding.

There is a noun-verb confusion (1 – 4) and a prepositional redundancy in the NP (2 - 5). It is also another kind of wordiness. The verbal passive voice expression (3) is grammatically faulty and stylistically wordy (6).

(O): The empirical research methodology was used to analyse the law in context through the observations made by the researchers.
(1)

(R): The empirical research methodology was used to analyse the law in context through the researchers' observations. (2)

The NP (1) has both prepositional redundancy, ‘by,’ and wordiness, ‘made.’ (2)

(O): there is a dearth studies (1) on this aspect in developing countries

(R): there is a dearth of studies (2) on this aspect in developing countries

However, the NP (1) is unique where prepositional deficiency happens (2).

(O): The aim of this study (1) is (2) to ascertain (3) the level of IFR practices in the Sri Lankan context.

(R): This study (4) aims (5) to ascertain (6) the level of IFR practices in the Sri Lankan context.

(R): This study ascertains (7) the level of IFR practices in the Sri Lankan context.

The NP (1) needs a change (4) to avoid the type of wordiness, prepositional redundancy. Due to the subject's change, the static verb (2) becomes a dynamic verb (5). However, since this extract came from the research paper's conclusion section, the verb (7) is more appropriate unless it is from the methodology section, where the researcher introduces the study's purpose.

2. Commas

Commas for idea insertion for emphasis

If an expression or adverb intervenes in the established word sequence of a sentence, it is in-between commas for giving additional information or emphasis.

(O): The results indicate that the overall level of IFR-Index (1) is only 42%. The total content index sub-score is on average (2)

41% and the level of presentation format index sub-score on average (3) is 44%.

(R): The results indicate that the IFR-Index's overall level (4) is only 42%. The total content index sub-score is, on average, (5) 41%, and the level of presentation format index sub-score is 44%.

Therefore, the adverb (2) changes to (5). However, redundant adverb (3) is not preferable. As usual, the NP (4) replaces (1).

Comma and Sentence Adverb

Another mistake of indifference is not using a comma after the sentence adverb in a sentence. The sentence adverb can be a phrase or a clause.

(O): Based on the above discussion (1) the following hypothesis is developed

(R): Based on the above discussion, (2) the following hypothesis is developed

The sentence adverb of past participial clause (1) needs a comma (2).

Comma, the complex sentence, and the real subject

The punctuation of comma is indispensable in writing complex academic language. It helps identify the linguistic segments and understand the structure grammatically and meaning clearly. Also, it quickly points out the subject of the main clause and the subordinate clauses.

(O): It is a powerful weapon used by the corporation (1) for disseminating (2) the corporate information to its stakeholder and it is considered as a precondition for a company's sustainability.

(R): It is a powerful weapon used by the corporation, (3) to disseminate (4) the corporate information to its stakeholder, and it is considered a precondition for a company's sustainability.

There is a need for a comma right after 'the corporation.' (1-3). Thereby, the comma indicates 'it' as the subject, not 'the corporation,' to the subordinate to the infinitive clause starting with (4). Moreover, the prepositional phrase (2) is changed as the to-infinitive clause (4) to increase the verb's effect from the nominalized form to verbalized form. (2) refers to the purpose, whereas (4) refers to action.

Comma and 'and' in Two Clause Coordination

In formulating two clause compound sentences, a comma follows after the first clause and before 'and' plus the second clause. Many academic writers are ignorant about this exercise.

(O): Whereas Sril and Avar (2018) conclude that level of IFR disclosure (1) in Srilanka (2) is only 16.2% (3) and average of content and presentation format disclosure (4) is 12.52% and 26.88% correspondingly.

(R): Whereas Sril and Avar (2018) conclude that the IFR disclosure level (5) in Sri Lanka (6) is only 16.2%, (7) and the (8) average of content and presentation format disclosure is 12.52% and 26.88% correspondingly.

The underlined clause (1-2-3) needs a comma (7). The prepositional redundancy (1) is avoided (5), and the capitalization mistake (2) is rectified (6). The complex NP (4) misses the article at the beginning (8).

(O): Similarly, the result of (1) Sril and Avar's (2018) study discovered that an IFR practice in Sri Lanka is low (2) but the percentage level of IFR (16.2%) has slightly deviated from the result of this study.

(R): Similarly, Sril and Avar's (2018) study (4) discovered that an IFR practice in Sri Lanka is low, (3) but the IFR percentage level (16.2%) has slightly deviated from the result of this study.

The wordy expression (1) is removed (4) because of the meaning of 'the result of' is innate in 'Sril and Avar 's (2018) study.' This sentence of two clauses needs a comma (2 - 3).

3. Preposition Errors and Use

Idiomatic verbs and 'as' phrase

The idiomatic verb use is significantly essential in the research papers of literature and humanities. However, the scientific presentation in a research paper also demands attention to efficient use.

(O): The study relied (1) that the level of IFR practices (2) in the Sri Lankan context is very poor as (3) compared with counterparts.

(R): The study relied upon (3) that the IFR practices' level (4) in the Sri Lankan context is inferior compared with counterparts.

The verb (1) takes an adverb particle (originally preposition) ‘upon’ (3). The adverbial function of (3) is redundant, so it is taken away.

(O): As at (1) 31st March 2020, there are 290 companies listed on Colombo Stock Exchange.

(R): As of (2) 31st March 2020, there are 290 companies listed on Colombo Stock Exchange.

The adverb phrase of ‘as’ (1) is wrong. It is a grammatical confusion. The correct form is ‘as of’ (2). Therefore Sri Lankan writers need to pay keen attention when using phrases with adverb particles since their varieties are many and complex, and the meaning is context-dependent. The logical relations or the meaning derivation is not one to one and arbitrary.

Hypothesis Formulation and the word use

Most Sri Lankan writers use ‘emphasis,’ ‘influence,’ ‘impact,’ ‘effect,’ and ‘affect’ in writing their research hypotheses. They use the words as nouns or verbs. However, they confuse the words' nominal function with the verbal function in joining with the preposition, ‘on.’

(O): Some literature emphasizes on (1) the necessity of an expanded role of the State for the protection of the interests of the labour force during the pandemic.

(R): Some literature emphasizes (2) the necessity of the State's expanded role to protect the labor force's interests during the pandemic.

Usually, the preposition ‘on’ is used with the noun, ‘emphasis.’ However, the preposition is with the verb form (1) that is not necessary (2).

(O): Hence these three services highly impact on (1) the performance of the entrepreneurs in Pilimathalawa area.

(R)Hence, these three services highly impact (2) the entrepreneurs' performance in the Pilimathalawa area.

The situation is similar in this text. The word (1) is a verb, but it should function without the preposition (2). Only the noun can join with the preposition, e.g., *hence these three services have a high impact on the entrepreneurs' performance in the Pilimathalawa area.*

(O): The purchasing behaviour influence on (1) marketing strategies.

(R): The purchasing behaviour influence (2) marketing strategies.

The situation continues considering the noun as a verb (1). If it is a verb, then it avoids the preposition. The noun form can appear with the preposition:

Businesses make enormous contributions to the company's shareholders, hoping to influence their share sale.

(O): It is imperative to state that the consistency of the labour laws of a country (1) effects on (2) several angles.

(R): It is imperative to state that the country's labour laws, (3) affect (4) several angles.

Here is a revision of an NP to avoid prepositional redundancy (1-3). The word 'effect' can function as a noun and a verb. The text shows the wrong use of it as a verb with the preposition. However, the proper verb

form for this place is ‘affect’ (4). The verb, ‘effect’ is also possible: the prime minister effected many policy changes.“ Only the noun, ‘effect’ can function with ‘on,’ e.g., “In these experiments, we have learned more about the harmful effects on mammals.” Simultaneously, the noun ‘affect’ is exclusively used in psychology: ‘Lack of sleep can have a noticeable affect on your performance at work.’

Prepositional Use, Proximity Effect, and word relation

The proximity or distance between the words may cause carelessness in using prepositions.

(O): The IFR disclosure (mean value of IFR-Index) practice in Sri Lanka is equal (1) or less than 60%

(R): The IFR disclosure (mean value of IFR-Index) practice in Sri Lanka is equal to (2) or less than 60%

The distance between ‘equal,’ and ‘60%’ (1) blurs the attention paid to the erroneous formation, ‘equal 60%.’ The use of preposition (2) solves the problem, ‘equal to 60%.’

Preposition + -ing verb versus ‘to’ infinitive + root verb

When there is a focus on the action, verbalization is appropriate. However, most writers could not distinguish the functional use of nominalization, showing the action as an idea and verbalizing it as an action. The formation of ‘preposition + -ing verb,’ means the former and ‘‘to’ infinitive + root verb’ latter.

(O): In the modern technological business world, most of the (1) contemporary company uses (2) the Internet Financial Reporting (IFR) for communicating (3) financial and non-financial information with stakeholders through the company's e-sources.

(R): In the modern technological business world, most (4) contemporary companies use (5) the Internet Financial Reporting (IFR) to communicate (6) financial and non-financial information with stakeholders through the company's e-sources.

The prepositional phrase begins with a preposition plus -ing verb nominalization. It needs to be verbalized to emphasize action, (6) using the 'to' infinitive clause. The modifier (1) is wordy, so (4) is the alternative. The number-based subject-verb formation (2) is inappropriate to make a universal statement about companies in general (5).

(O): Tursan (2016) state that since 1955 business firms have paid serious attention to use the (1) internet technology for disseminating (2) the company information to its stakeholders.

(R): Tursan (2016) states that since 1955 business firms have paid serious attention to using internet (3) technology to disseminate (4) the company information to its stakeholders.

On the other hand, the 'to' infinitive clause (1) is replaced with the nominalization (3) to consider it as an idea. However, the expression (2) becomes (4), as discussed above.

4. Articles, Nouns, and Pronouns

The Countable versus the non-countable

Sometimes, the academic writers are indifferent about the countable and non-countable nature of the words they use. They can be nouns or verbs.

(O): A considerable amount (1) of studies has (2) been carried out in developed countries with advanced capital markets.

(R): A considerable number (3) of studies have (4) been carried out in developed countries with advanced capital markets.

The researcher is confused about the countable nature of the word 'amount,' which is non-countable. It heads an NP with the modifier, 'of studies,' which is countable. Therefore 'number' replaces it (3). Moreover, the verb has to agree with the NP's head change as this sentence's subject (2-4).

On the other hand, the text below reinforces the number agreement between the subject and the verb, mostly confused with its noun form by Sri Lankan writers. The article, 'the' is not mostly used where it is necessary and sometimes used, off and on, where it is not necessary. The academic writers often ignore the grammatical and semantic functions of the articles.

(O): Day to day, the advanced new technology has been updated, which also impact (1) on the level of IFR. (2)

(R): Day to day, the advanced new technology has been updated, which also impacts (3) IFR level. (4)

The verb (1) needs the plural morpheme to establish the subject-verb agreement (3): the advanced new technology impacts. Moreover, a definite article is not necessary when talking about issues universally and indefinitely. This sentence tells a general trend of the advanced new technology concerning the IFR level; it does not specify the IFR level in a particular context of time, place, and situation.

Most Asian writers make mistakes in the use of articles. However, most mistakes occur in the use of the definite article compared to the indefinite articles. There are several mistakes in not realizing ‘a’ or ‘the’ (ðə) uses with the consonantal articulation and ‘an’ or ‘the’ (ði:) with the vowel articulation.

(O): The main reason behind such silence in the law was to provide free (1) labour market

(R): The main reason behind such silence in the law was to provide a free labour market(2)

The adjective (1) needs an indefinite article ‘a’ because it is articulated with the consonantal sound (2).

Comparison of agents or benefit and ‘that’ clause; N-V Confusion; the number; noun redundancy

There are lapses in comparing the ideas. The ideas are in a comparable status. Sometimes a comparison is made between ideas belonging to two categories: the agent and the benefit, the agent and the beneficiary, and the benefit and the beneficiary. Academic writing also follows an

anaphoric and cataphoric presentation of ideas using nouns and pronouns in good organization.

(O): It indicates listed (1) companies in Sri Lanka haven't disclosure the (2) more company's (3) information to its stakeholders.

(R): It indicates that the (4) listed companies in Sri Lanka have not disclosed (5) more of their (6) information to its stakeholders.

There is confusion about whether the comparison is made between 'the listed companies' and 'non-listed additional companies,' or between 'the listed companies' limited information and 'more of their information' (3 - 6). The 'that clause' lapse and the article omission are visible (1 - 4); the noun-verb confusion is found (2-5). The anaphoric reference is ignored in (3 - 6)

5. Active and Passive voice

Active voice if possible

Stylistically, even in academic or research writing, the active voice is encouraged. Earlier, there has been an established notion that the passive voice is appropriate in scientific writing because there is no need for showing the agent who or which performs something; only the process and product matter. Also, it gives impersonal, neutral quality to the writing. However, that notion has currently changed.

(O): Score 1 is assigned (1) when any attribute is presented by the corporate website, (2) otherwise (3) score (4) is 0. IFRI is measured by the following formula (5):

(R): Score 1 is assigned when the corporate website presents any attribute; (6) otherwise, (7) the (8) score is 0. The following formula measures IFRI: (9)

The revised subordinate clause, (6) replaces (2), and (9) replaces (6). However, the passive voice main clause (1) is not feasible because, if it changes, the agent role is not significant here. The linking word (3) needs a semi-colon in front and a comma at the end. The noun (4) accepts the article (8).

(O): Formula (1) to calculate the salary is not mentioned (2) any of the labour law statutes in Sri Lanka other than minimum (3) wages stipulated.(4)

(R): The formula (5) to calculate the salary is not mentioned (6) in (7) any of Sri Lanka's labour law statutes (8) other than the (9) minimum wages.

(R): The formula to calculate the salary does not mention (10) any of (11) Sri Lanka's labour law statutes other than the minimum wages.

(R): Any (12) Sri Lanka's labour law statutes do not mention (13) the formula to calculate the salary other than the minimum wages.

There is no continuity or relationship between (2) and (3). Therefore (6) and (8) are connected coherently and cohesively with (7). The article is missing in (1) and (3). (4) is redundant because 'mentioning' and 'stipulating' are the same. This sentence is possible in the active voice (10) by removing the preposition (7). However, the meaning is not coherent, so the active voice sentence needs further revision (12 and 13).

Wordiness in using Dummy subject with the Passive voice

Often wordiness is visible in using dummy subjects or preparatory subjects in the passive voice.

(O): It was observed an (1) extreme exploitation of law during the COVID – 19 based on the unavailability of relevant rules and regulations

(R): It was observed that there was (2) extreme exploitation of law during

(R): There was an observation of (3)

(R): Extreme exploitation of law was observable (4) during ...

(R): The law was extremely exploited (5) during

(R): Extreme exploitation of law occurred (6)....

(R): Extreme exploitation of law was prevalent (7).....

The expression (1) looks odd. The first level of moderation is possible in (2). However, it is also not the best. The nominalized (3) is an upgraded form—the best begins from (4) showing no passive voice and nominalization. The passive voiced (5) is an edited form in which the nominalization of ‘extreme exploitation of law’ is verbalized and made as an event description, not as an idea. However, the passive voice is still there, but the linking verb plus complement ‘was observable’ disappeared. So to avoid passive voice, again (6) is another possibility. Finally, (7) is a transition from observation to existence: more direct in factual representation.

6. Clauses and Sentences

Splitting a complex sentence into simple sentences and avoiding wordiness

Another significant stylistic issue encountered is lengthy, compound, or complex sentences containing features of wordiness. If it is split into simple sentences, the solution is acceptable, but the splitting should not negatively affect the meaning communicated in the compound or complex one. Sometimes, complex, abstract ideas or activities of advanced nature need the compound or complex sentence formulation containing equal status in compound sentences, or main clause and subordinate clauses of diverse nature in complex sentences. However, the subordinate clauses cannot increase beyond two or a maximum of three.

(O): Raj and Ranjan (2019) find on (1) the average of IFR practices in India (2) context is only 61.90%, (3) meanwhile (4) India is an emerging company as well as it is (5) located near to (6) Sri Lanka.

(R): Raj and Ranjan's (2019) finding (7) the average of IFR practices in the Indian (8) context is only 61.90%. (9) Meanwhile,
(10) India is an emerging company located near (11) Sri Lanka.

The original sentence has two clauses, and it looks like a compound sentence: the underlined and the un-underlined. The revised text shows two simple sentences. There is a grammatical mistake in (1) that is solved in (8). The verb is confused with the noun. The comma (3) becomes a full stop (10). Again there is a noun modifier confusion showing 'India' as the adjective of 'context' (2 - 7). The change occurs from place to people in this type of adjectival modification. The linking

word (4) needs capitalization and a comma (9). The wordy expression containing a coordinating expression and the pronoun – helping verb combination (5) is removed, making the rest a past participial modifying clause. The double prepositional form (6) is corrected (11).

‘That’ clause; noun-verb confusion

Many writers beginning to draft a that-clause complex sentence are often careless about giving the form, ‘that’ resulting in serious sentence lapse containing two main verbs in one sentence. Another mistake is the confusion of noun forms with verb forms.

(O): Yasser (2017) finds out the (1) Jordanian public shareholding companies listed on the ASE disclosure (2) the 69% and 97% of content and presentation attributes respectively through e-source, which portrays that companies in Jordan provide quality of information (3) required to enhancement.

(R): Yasser (2017) finds out that (4) the Jordanian public shareholding companies listed on the ASE disclose (5) the 69% and 97% of content and presentation attributes respectively through e-source, which portrays that companies in Jordan provide quality information(6) required to enhancement.

The expression (1) lacks the ‘that’ forming a subordinate clause (4). The noun (2) changes to the verb (5) to function as the subordinate clause's verb.

Abstract sentence and concrete sentence: nominalization vs. verbalization

Going from writing an abstract sentence to a sentence giving concreteness is better. Similarly, transforming the nominalized form to verbalized form is also welcome. However, an academic paper needs both forms to express advanced ideas and complex actions: agent and action and benefit, the process, and the product.

(R): Extreme exploitation of law was prevalent (1) during the COVID – 19 based on the unavailability of relevant rules and regulations (2)

(R): The companies exploited the law extremely (3) during the COVID – 19 because the relevant rules and regulations were not available. (4)

(R): The employment crisis is due to the unavailability and incompatibility (5) of the country's labor laws.

(R): The employers and employees struggle with many severe problems (6) because the country's labor laws are unavailable and incompatible. (7)

Accordingly, from (1), and (2), (3) and (4) are developed. Similarly, from (5), (6), and (7) are developed.

Nominal to Verbal; NP to-ing verb

Naturally, the –ing verb forms are more welcome than the nominalized phrases. The former reveals action and the latter ideas.

(O): In this context, it is essential to ascertain the efficacy of the existing legal framework in Sri Lanka in the protection of (1) the interests of the employees

(R): In this context, it is essential to ascertain the efficacy of the existing legal framework in Sri Lanka in protecting (2) the interests of the employees

The present participial form (2) replaces the nominalized phrase (1) for a better action effect.

Which Clause is Better?

Academic writing consists of diversity in ideas and linguistic expressions, especially the types of phrases and clauses. The former is generally prevalent, but the latter is not impressive. The same type of clause is often repeated and is redundant, for example, the relative clause of finite nature.

(O): Many industries in Sri Lanka which are (1) largely (2) dependent (3) on the global demand and supply, had to go for layoffs, under employment and (4) salary cuts.

(Finite Relative Clause of Adjectival Complement - Post modifier)

(R): Many Sri Lankan industries, which are (5) largely (primarily/mostly) dependent (6) on the global demand and supply, had to go for layoffs, underemployment, and (7) salary cuts.

(Non-finite Adjectival Clause - Post modifier)

(R): Many Sri Lankan industries, largely (primarily/mostly) dependent (8) on the global demand and supply, had to go for layoffs, underemployment, and salary cuts.

(Finite Relative Clause - post modifier)

(R): Many Sri Lankan industries, which largely depend (9) on the global demand and supply, had to go for layoffs, underemployment, and salary cuts.

(Non-finite -ing clause - post modifier)

(R): Many Sri Lankan industries, largely depending (10) on the global demand and supply, had to go for layoffs, underemployment, and salary cuts.

(Non-finite - ed clause - post modifier)

(R): Many Sri Lankan industries, largely determined by (11) the global demand and supply, had to go for layoffs, underemployment, and salary cuts.

Originally, a finite Relative Clause of Adjectival Complement, Post modifier, (5 and 6) is used as a subordinate clause while missing a comma in front to separate it from the main clause (1 -5). Three other types of clauses can reproduce the same information: the Finite Relative Clause type (9), Non-finite -ing clause (10), and Non-finite - ed clause (11).

Why Restricted Clause? Why Unrestricted Clause?

Grammar: Relative (2020) defines that ‘a restrictive clause restricts or defines the meaning of a noun or noun phrase and provides necessary information about the noun in the sentence.’ The commas do not separate the restrictive clause, the subordinate or dependent clause from the main clause, or the phrases it modifies. It will be one single whole. Sri Lankan writers seem to have no distinct knowledge about the different functions it plays. They intentionally or unintentionally use both types of clauses. However, they may intend the meaning of the restrictive clause for the nonrestrictive clause and vice versa. Restrictive clauses are more common in writing than nonrestrictive clauses. It is bound. Grammar: Relative (2020) defines that ‘a nonrestrictive clause adds additional information to a sentence.’ That means the main clause can independently function fully without the grammatical or semantic relations with the nonrestrictive clause. The commas in front and back isolate the clause from the main. It is complementary and additional. It is free.

(R): Many Sri Lankan industries, which are largely (primarily/mostly) dependent (1) on the global demand and supply, had to go for layoffs, underemployment, and salary cuts.

(R): Many Sri Lankan industries that are largely (primarily/mostly) dependent (2) on the global demand and supply had to go for layoffs, underemployment, and salary cuts.

(R): Many Sri Lankan industries largely (primarily/mostly) dependent (3) on the global demand and supply had to go for layoffs, underemployment, and salary cuts.

(R): Many Sri Lankan industries that mostly depend (4) on the global demand and supply had to go for layoffs, underemployment, and salary cuts.

(R): Many Sri Lankan industries mostly depending (5) on the global demand and supply had to go for layoffs, underemployment, and salary cuts.

(R): Many Sri Lankan industries largely determined by (6) the global demand and supply had to go for layoffs, underemployment, and salary cuts.

The nonrestrictive clauses of all the types are given in the previous section. In this section, (1) is an example. The rest from (2) to (6) are restrictive clauses. All the four types of clauses, restrictive and nonrestrictive, are diverse enough to improve academic writing standards and modify the main clause or phrase. Sadly, many writers fail to reflect this diversity and richness in their academic writing. Most use the monotonous finite relative clause in repetition within one paragraph and all the report or article's paragraphs.

(O): This study aims to analysis what extent Internet Financial Reporting (IFR) disclosure in the Sri Lankan Context by using the secondary data that is (1) collected from the 50 sample company's websites

(R): This study aims to analyze what extent Internet Financial Reporting (IFR) disclosure in the Sri Lankan Context by using

the secondary data collected (2) from the 50 sample company's websites.

The non-finite past participial clause (-ed clause) (2) replaces the finite relative clause (1).

(O): While average (1) of FNRFI-Index is 35% (average (2) is 3.84 out of 11 attributes), which indicate (3) that Sri Lankan companies disseminate the less amount of FNRFI.

(R): Meanwhile, (4) the (5) average of FNRFI-Index is 35% (the (6) average is 3.84 out of 11 attributes), indicating (7) that Sri Lankan companies disseminate the less amount of FNRFI.

The non-finite present participial clause (-ing clause) (7) replaces the subordinate finite relative clause (3). The erroneous main clause (1) visible as a subordinate clause is amended as the main clause (4 and 5) with a linking word in front.

Clause to Phrase vice versa: nominalization vs. verbalization

The academic writing needs excellence in the manipulation and manifestation of converting phrases into clauses and vice versa. Again this process reflects nominalization versus verbalization.

Phrase: the unavailability of relevant rules and regulations (1)

Clause: the relevant rules and regulations were not available (2)

Phrase: the interests of the employees (3)

Clause: The employees have interests. (4)

Phrase: the selected research area (5)

Clause: The research selected the areas. (6)

Phrase: the adverse labour practices adopted by the employers (7)

Clause: The employers adopted labor practices that were adverse.
(8)

Phrase: non-payment of wages and salary and unreasonable deduction of salaries (9)

Clause: The employers did not pay the wages and salaries and deducted the salaries unreasonably. (10)

The examples are given in (1) becoming (2), (3) becoming (4), (5) becoming (6), (7) becoming (8), and (9) becoming (10) and vice versa, respectively.

7. Sentence adverbs, Adverbial phrases, and clauses

Wordy adverb to Single word adverb

If there is an availability of single-word adverbs giving the same meaning as wordy adverbs, it is advisable to use the former.

(O): Due to unavailability of such law, employers acted on their sole discretion with unequal and disproportionate manner.(1)

(R): Due to the unavailability of such law, employers acted on their sole discretion unequally and disproportionately. (2)

The adverb (2) replaces (1).

Transitional or Linking words

There has been evidence that transitional or linking words are in use redundantly or wrongly.

(O): Though, (1) this study observes that disclosure (2) pattern on the corporate website of the companies (3) in Sri Lanka is not sufficient to entice the stakeholders.

(R): This study (4) observes that the (5) disclosure pattern on the companies' corporate website (6) in Sri Lanka is not sufficient to entice the stakeholders.

The linking word (1) is unnecessary (4). The writer might have used the word with the clause omission adjoining it because it might have been written in the previous sentences. However, it is not academically sound. The complex NP (2 and 3) needs a definite article (5).

The agreement: 'without' and 'within' the subject and the use of i.e

There is a number agreement within a phrase or a clause used, and without the phrase or clause, especially between the subject NP or NC (nominal clause) and the main verb. The short form, i.e., is an adverb used within the sentences with the commas in pre-position and post-position.

(O): The maximum value of IFRI discloses that none of the company website (1) consists of all the thirty-five attributes i.e. (2) at least (3) one attribute is missing.

(R): The maximum value of IFRI discloses that none of the company websites (4) consists of all the thirty-five attributes, (5), i.e., (6) at least (7) one attribute is (not?) missing(8).

The complex NP (1) disagrees 'none,' a singular indefinite determiner and the noun, 'website.' The semantics is 'one out of many.' Therefore,

NP needs a plural form at the end (4). Also, the main verb is ‘consists,’ a third person singular form. So it agrees with the singular form of the NP's headword, ‘none.’ The short form adverb, i.e., and, e.g., are both Latin abbreviations. e.g., stands for *exempli gratia* and means, “for example.” I.e. is the abbreviation for *id est* and means “in other words.” The form (2) needs commas in front and ends. The use of adverb (3) is ambiguous. It leads to an intensifying position of the preceding idea, so since all the attributes are there, the clause following (3) needs to be (8).

8. Other features

Informal and academic

The stylistic analysis covers the use of formal and informal, academic, and non-academic word choices.

(O): Marston and Polei (2004) document that the advanced Internet technology provides company (1) new opportunities. IFR is a substitute method to paper-based reporting, with a lot of (2) advantages.

(R): Marston and Polei (2004) document that advanced Internet technology provides the company with (3) new opportunities. IFR is a substitute method for paper-based reporting, with many (4) advantages.

(O): The average score of IFRI is 42%; it shows that the level of internet financial reporting practices in Sri Lanka is quite (5) low.

(R): The average score of IFRI is 42%; it shows that the level of internet financial reporting practices in Sri Lanka is relatively (6) low.

The modifier (2) is informal or sounds non-academic. The alternative is (4). In the same way, the adverb (6) replaces (5). Likewise, Sri Lankan writers overuse ‘completely,’ ‘largely,’ ‘major,’ and so on. The replaceable terms are ‘entirely,’ ‘mostly,’ and ‘significant.’

The stylistic analysis covers the use of formal and informal, academic, and non-academic word choices.

FINDINGS

The texts were taken from Sri Lankan writers' research papers in business management and Finance published in 2019 and 2020. They show some stylistic implications compared to the standard academic English at the international level. However, the texts analyzed do not represent the research papers published in the indexed journals or the ranked international journals by the Sri Lankan academics. They have been taken from the national universities in Sri Lanka. Therefore, their writing skills show an average performance. However, there have been international publications in the indexed journals by the Sri Lankan academics, which excel in Academic English. Those texts are not taken for analysis.

The findings of this paper give some revelations on the academic writing of the Sri Lankans. These findings show that there have been implications in the areas of wordiness overall: Prepositional redundancy and errors, punctuation use about complex and compound sentences and sentence adverb use, hypothesis formulation and word use, word relations within a sentence, articles, nouns, and pronouns, noun-verb,

noun pronoun confusion, active and passive voice use, diversity in using the types of clauses and phrases, nominalization vs. verbalization, adverb and adverbial phrases and clauses, linking words, diversity in academic vocabulary, and fragmented clauses and sentences.

Prepositional redundancy: The analysis reveals that there is an overuse of phrases with many articles and prepositions. Preposition redundancy and overuse are significant. However, if there is a possibility to avoid the prepositions as much as possible, the communication will be straight and more comfortable to understand the meaning. The possessive form, apostrophe, is used to form the complex NPs alternatively. Using prepositions is not unacceptable, but reducing the number in a single phrase will simplify understanding. It is a stylistic requirement, not a grammatical one. However, over-omission of all the phrases' prepositions makes the phrase articulation uneven and the meaning complicated. It will lead to prepositional deficiency, forming strings of nouns in sequence.

If the NP is more lengthy or complex, avoiding all the prepositions and revision is not feasible. The style may become a lapse. In some texts, prepositional redundancy shows the distinction between the changeable and the unchangeable.

Punctuation: The next area of concern is commas. The writers commit mistakes when they insert an expression or adverb intervening in a sentence's established word sequence. Another mistake of indifference is not using a comma after the sentence adverb. The sentence adverb can be a phrase or a clause.

The comma is indispensable in writing complex academic language. It helps identify the linguistic segments and understand the structure grammatically and meaning clearly. Also, it quickly points out the subject of the main clause and the subordinate clauses. The writers need to follow a logical order in coherence and cohesion. The punctuation marks help to do so.

Another significant problem is in formulating two clause compound sentences where a comma follows after the first clause and before ‘and’ plus the second clause. Many academic writers are ignorant about this exercise.

Preposition Errors and Use: The phrasal verb use is significantly essential in the research papers of literature and humanities. However, the scientific presentation in a research paper also demands attention to efficient use. Therefore, Sri Lankan writers need to pay keen attention when using phrases with adverb particles since their varieties are many and complex, and the meaning is context-dependent. The logical relations or the meaning derivation is not one to one and arbitrary.

Most Sri Lankan writers use ‘emphasis,’ ‘influence,’ ‘impact,’ ‘effect,’ and ‘affect’ in writing their research hypotheses. They use the words as nouns or verbs. However, they confuse the words' nominal function with the verbal function in joining with the preposition, ‘on.’

The proximity or distance between the words may cause carelessness in using prepositions. When there is a focus on the action, verbalization is

appropriate. However, most writers could not distinguish the functional use of nominalization, showing the action as an idea and verbalizing it as an action. The formations of ‘preposition + -ing verb and ‘to’ infinitive + root verb are of concern.

Articles, Nouns, and Pronouns: Sometimes, the academic writers are indifferent about the countable and non-countable nature of the words they use. They can be nouns or verbs. On the other hand, the texts analyzed reinforce the number agreement between the subject and the verb, mostly confused with its noun form. The article, ‘the’ is not mostly used where it is necessary and sometimes used, off and on, where it is not necessary. The academic writers often ignore the grammatical and semantic functions of the articles. Further, there is noun-verb confusion, noun –pronoun confusion.

Most Asian writers make mistakes in the use of articles. However, most mistakes occur in the use of the definite article compared to the indefinite articles. There are many mistakes not realizing ‘a’ use with the consonantal articulation and ‘an’ with the vowel articulation.

There are lapses in comparing the ideas. The ideas are in a comparable status. Sometimes a comparison is made between ideas belonging to two categories: the agent and the benefit, the agent and the beneficiary, and the benefit and the beneficiary. Academic writing also follows the anaphoric and cataphoric presentation of ideas using nouns and pronouns in good organization. However, academic writing prefers anaphoric and avoids cataphoric.

The Active and Passive Voice: Stylistically, even in academic or research writing, the active voice is encouraged. Keeping the subject or agent and the verb close to each other will ease the flow of meaning. The verb needs to be with the direct object, and the indirect object should follow next. Therefore, using passive voice deviates from this word order practice. Earlier, there has been an established notion that the passive voice is appropriate in scientific writing because there is no need for showing the agent who or which performs something; only the process and product matter. Also, it gives impersonal, neutral quality to the writing. However, that notion has currently changed. Also, wordiness is often visible in using dummy subject or preparatory subject in the passive voice.

Clauses and Sentences: Another significant stylistic issue encountered is lengthy, compound, or complex sentences containing wordiness features. If it is split into simple sentences, the solution is acceptable, but the splitting should not negatively affect the meaning communicated in the compound or complex one. Sometimes, complex, abstract ideas or complex activities need the compound or complex sentence formulation containing equal status in compound sentences, or main clause and subordinate clauses of diverse nature in complex sentences. However, the subordinate clauses cannot increase beyond two or a maximum of three.

The writing needs to conform to the word order of the sentence patterns of the English language. There are eight key patterns and thirty expanded or sub-patterns of sentences.

Many writers beginning to draft a that-clause complex sentence are often careless about giving the form, 'that' resulting in serious sentence lapse containing two main verbs in one sentence. Another mistake is the confusion of noun forms with verb forms.

Going from writing an abstract sentence to a sentence giving concreteness is better. Similarly, transforming the nominalized form to verbalized form is also welcome. However, an academic paper needs both forms to express advanced ideas and complex actions: agent and action and benefit, the process, and the product. Also, naturally, the -ing verb forms are more welcome than the nominalized phrases. The former reveals action and the latter ideas.

Academic writing consists of diversity in ideas and linguistic expressions, especially the types of phrases and clauses. The former is generally prevalent, but the latter is not impressive. The same type of clause is often repeated and is redundant, for example, the relative clause of finite nature.

Originally, a finite Relative Clause of Adjectival Complement, Post modifier, (5 and 6) is used as a subordinate clause while missing a comma in front to separate it from the main clause (1 -5). Three other types of clauses can reproduce the same information: The Finite Relative Clause type (9), Non-finite -ing clause (10), and Non-finite - ed clause (11).

Sri Lankan writers seem to have no distinct knowledge about the different functions the restrictive and nonrestrictive clauses play. They

intentionally or unintentionally use both types of clauses. However, they may intend the meaning of the restrictive clause for the nonrestrictive clause and vice versa. Restrictive clauses are more common in writing than nonrestrictive clauses.

All the four types of clauses, restrictive and nonrestrictive, are diverse enough to improve academic writing standards and modify the main clause or phrase. Unfortunately, many writers fail to reflect this diversity and richness in their academic writing. Most use the monotonous finite relative clause in repetition within one paragraph and all the paragraphs in reports or articles.

The academic writing needs excellence in the manipulation and manifestation of converting phrases into clauses and vice versa. Again, this process reflects nominalization versus verbalization.

Sentence adverbs, Adverbial phrases, and clauses: If there is an availability of single-word adverbs giving the same meaning as wordy adverbs, it is advisable to use the former. The adverbs can occur before the main verb or after the auxiliary verb. Many times, this practice is ignored. There has been evidence that transitional or linking words are in use redundantly or wrongly. There is a number agreement within a phrase or a clause used, and without the phrase or clause, especially between the subject NP or NC (nominal clause) and the main verb. The short form, i.e., is an adverb used within the sentences, and the commas are in preposition and post-position.

Other features: Additional features of stylistic and grammatical concerns are fragmented sentences and clauses. It shows their insufficient skills in the language structure of English. Style differs from section to section in a research paper. There are nuances of linguistic features to be careful at all the linguistic levels: phonological, morphological, syntactic, semantic, and pragmatic. It is the professional responsibility of academics to master the structures and strategies of language to upgrade Academic English quality in their research papers. The stylistic presentation covers the use of formal and informal, academic, and non-academic word choices.

CONCLUSION

Academic writing is not to homogenize writing. This research paper focuses on avoiding the identified negative aspects of non-native Academic English writing skills and structure in the selected texts belonging to the Sri Lankan writers. However, it has not holistically investigated the negative features in Academic English in a universal sense. At the same time, it has not revealed all the positive features of academic writing. It is not the focus of this research. It is a case of a few extracts from the selected Sri Lankan texts in business and finance management published in 2019 and 2020. There is a circular notion that when uniformed positive aspects of writing are recommended, the same features may be used in repetition and ironically become redundant and monotonous.

The journal papers should not look ‘alien,’ ‘distant,’ ‘ideologically western.’ Academic English needs to internalize the positive features

available from the language practices in the East. It makes the academics of the East feel at home. A mutual contribution is necessary because there is a perception that the Western Indexed or recognized academic journals do not entertain the papers coming from the East. However, quality publication matters. The definition of quality may change over time, place, and discipline. In reality, if the readers, editor, or reviewer are international and native English, the stylistic qualities particular to the type of writing desired is higher than non-native English professionals, national or international.

Finally, there are two categories of Academic English to master: grammatical and stylistic. The first category is uncompromising, and the second category is compromising to some extent, depending on various factors like time, place, and context. This style engulfs non-wordy expressions, moderate or unavoidable use of the passive voice, coherent and cohesive constructions. However, academic English should dress in the diversity and richness available in English and other languages.

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