

Chapter II: Voices in academic texts

Task I

For each of the following four texts (Texts 1-4), identify which sentences are:

- The voice of the writer
- The indirect voice of the source
- The direct voice of the source
- A reference to sources (external voice).

Each sentence is numbered. You can identify sentences with different voices by the numbers.

Text I

¹Cultures differ in the overall amount of touching they prefer. ²People from high-contact cultures such as those in the Middle East, Latin America, and southern Europe touch each other in social conversations much more than do people from non-contact cultures such as Asia and northern Europe. ³These cultural differences can lead to difficulties in intercultural communication. ⁴Germans, Scandinavians, and Japanese, for example, may be perceived as cold and aloof by Brazilians and Italians, who in turn may be regarded as aggressive, pushy, and overly familiar by northern Europeans. ⁵As Edward and Mildred Hall (1990) have noted, 'In northern Europe one does not touch others. ⁶Even the brushing of the overcoat sleeve used to elicit an apology.' ⁷A comparable difference was observed by Dean Barnlund (1975), who found that American students reported being touched twice as much as did Japanese students.

Lustig, M. W., & Koester, J. (1999). Intercultural competence: Interpersonal communication across cultures (3rd ed.). New York: Longman, p. 274.



Text 2

Research has shown that in monolingual families (that is, in families where only one language is spoken), the oldest child learns language in a different way from later children (Barton & Tomasello,

I



1994; Hoff-Ginsberg, 1998; Pine, 1995). ²This is because parents talk directly to the eldest child, but younger children tend to talk to their parents in the presence of their older brothers and sisters (Pine, 1995). ³Perhaps as a result, the grammar and vocabulary of firstborn children tend to develop more quickly (Hoff-Ginsberg, 1998). ⁴Later-born children tend to produce more personal pronouns (Oshima-Takane et al., 1996) and to develop more advanced conversational skills; they join ongoing conversations between their mothers and elder siblings (Dunn & Shatz, 1989) and use social routines to fulfil their roles in the conversations (Pine, 1995).

Modified from Shin, S. J. (2002). 'Birth order and the language experience of bilingual children'. *TESOL Quarterly*, 36(1), 103–104.



Is it possible to persuade consumers in different markets with the same advertising message? ²Or should the advertising message reflect local culture? ³This question is important when planning advertising campaigns in different cultures. ⁴One side in the debate claims that the world can be treated as one large market (Levitt, 1983). ⁵In this view, advertising can be standardised across cultures, and the same values can be used to persuade customers to buy a product. ⁶The opposing side argues that the way in which needs are satisfied differs from culture to culture. ⁷Advertising campaigns should reflect the local habits, lifestyles and economic conditions in order to be effective. ⁸For example, Smith (1989) reports that 'The same product is sold in different countries, but there are important differences in the reasons why consumers in each country purchase it.'

Dahl, S. (2000). Cultural values in beer advertising. Paper presented at the Research Day, Intercultural Research Group, University of Luton. Retrieved from www.stephweb.com/capstone/beer.shtml

Text 4

Note: Because the following text uses footnotes which are numbered using superscript numbers, sentences are labelled using letters (a, b, c, etc.).



(a) The importance of the Silk Roads rose and fell, partly because of economic and political conditions in the major regions of agrarian civilization. (b) When strong political states dominated large sections of the Silk Roads, merchants could travel more freely.4

(c) For example, during the seventh and eighth centuries, when China was ruled by the Tang dynasty at one end of the Silk Roads, and the Abbasids dominated what is now the Middle East, traffic along the Silk Roads was heavy. (d) Curtin writes of this period: 'The simultaneous power of the Abbassids and the Tang made it comparatively easy for long-distance traders to make the whole journey across Asia and North Africa, in effect from the Atlantic to the Pacific.'5

⁵ Cross-Cultural Trade in World History (Cambridge: Cambridge University Press, 1985), p. 105.



Task 2

Write sentences that present the information below using a direct voice, an indirect voice and a reference in APA style. The first one is done for you as an example.

A

Information: In northern Europe one does not touch others. Even the brushing of the

overcoat sleeve used to elicit an apology.

Edward Hall and Mildred Hall Authors:

1990 Year of publication: 274

Page:

Example

Direct voice: As Edward and Mildred Hall (1990) have noted, 'In northern Europe one

does not touch others. Even the brushing of the overcoat sleeve used to

elicit an apology' (p.274).

Indirect voice: Hall and Hall (1990) point out that among northern Europeans, people

rarely touch each other, even casually.

External voice: Most northern Europeans avoid touching each other, even casually (Hall &

Hall, 1990)

В

Information: About a third of all adults in the world use tobacco.

Authors: Ron Carter

⁴ A. French, and B. N. Walters, World System or World Systems (New York: Palgrave, 1997.





Year of publication: 2001

Page: 32

C

Information: Cigarettes kill half of all lifetime users. Each cigarette smoked cuts average

life expectancy by 7 minutes.

Authors: G Dale Year of publication: 2003 Page: 78

D

Information: Smoking causes 90% of all lung cancers, 75% of chronic bronchitis and

emphysema and 25% of blood-related heart disease.

Authors: H Wells and T Price

Year of publication: 2002 Page: 23