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**DIGITAL INNOVATION**  
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# English for Academic Purposes (EAP) – Writing



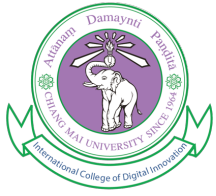
# Re-cap of previous lesson

- Good introductions
- Engaging interest
- Conclusions
- Abstracts
- Executive summaries
- Media/web writing



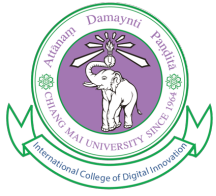
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# 6. 'Voice'



# Lesson aims

- Recognize the importance of voice
- Understand active vs. passive voice and when to use them
- See how to strengthen your voice
- How to write literature reviews and reference literature



# Voice

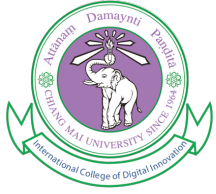
In writing, there are two common meanings of 'voice':

- Active vs. passive voice
- Your unique personal style, your way of thinking and seeing the world – how you sound in writing



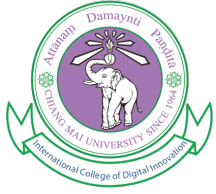
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# 1. Active vs. passive voice



# Active and passive voice

- Voice refers to the form of a verb that indicates when a grammatical subject (the actor) performs the action or is the receiver of the action
- When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action

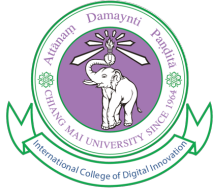


# Active and passive voice

In the active voice, the sentence's subject performs the action on the action's target, e.g.:

- Active: The hunter **killed** the lion.

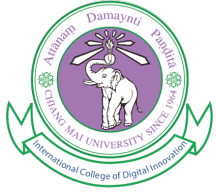




# Active and passive voice

In the passive voice, the target of the action is the main focus, and the verb acts upon the subject, e.g.:

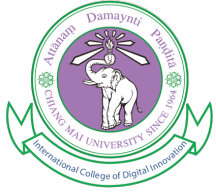
- Passive: The lion was killed by the hunter.



# Exercise: Active or passive?

The lamp was knocked over by Jerry.

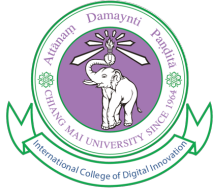
Passive



# Exercise: Active or passive?

Jerry knocked over the lamp.

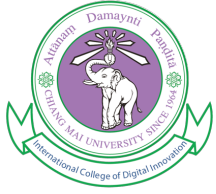
Active



# Exercise: Active or passive?

The lamp has been damaged.

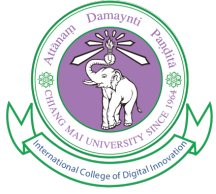
Passive



# Exercise: Active or passive?

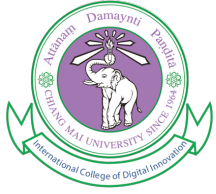
The lamp fell over.

Active



# Why is the active preferable?

- Often improves readability – it's clearer, more direct, and less wordy (shorter)
- More assertive, confident – emphasizes author responsibility (ownership)
- (Journals often prefer the active voice)

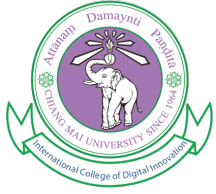


# When is the passive preferable?

## 1. When the 'recipient' is the main focus:

Active: In 1921, researchers at the University of Toronto discovered insulin. It is still the only treatment available for diabetes.

Passive: **Insulin** was first discovered in 1921 by researchers at the University of Toronto. It is still the only treatment available for diabetes.



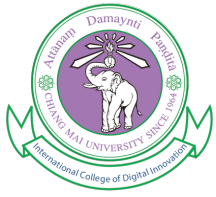
# When is the passive preferable?

## 2. When the action is more important:

Active: We first heated the solution to 120°C for approximately 20 minutes and then we allowed it to cool to room temperature.

Passive: The solution was first **heated** to 120°C for approximately 20 minutes and then allowed to **cool** to room temperature.





# When is the passive preferable?

## 3. To avoid repetition and add variety:

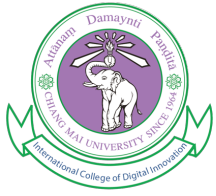
Active: We dissolved the sodium hydroxide in water. Then we titrated the solution with hydrochloric acid.

Passive: Sodium hydroxide was dissolved in water. **This solution** was then titrated with hydrochloric acid.



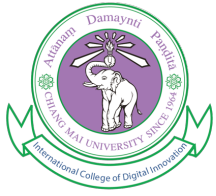
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## 2. Your voice



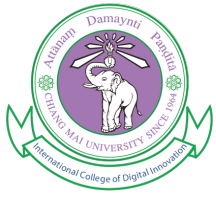
# Your voice

- Sometimes you might to get an essay back from a teacher with the feedback “write in your own voice” – but what does this mean?



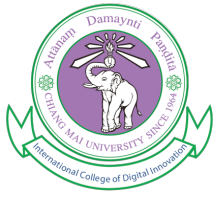
# Your voice

- Voice is the personality (character) of the writing
- It (probably) sounds like you – how you think, how you see the world, what you think is important
- It is the main reason we enjoy – or don't enjoy – reading something

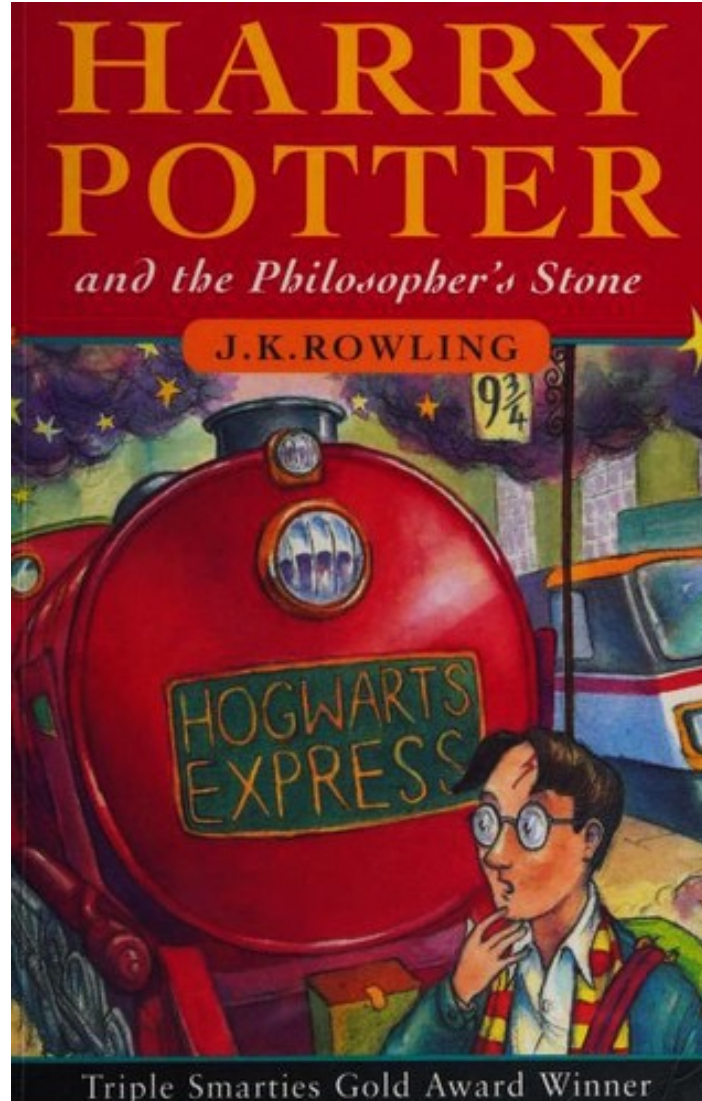


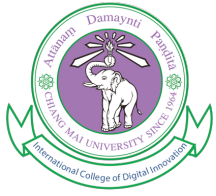
# Voice matters in fiction

“Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you’d expect to be involved in anything strange or mysterious, because they just didn’t hold with such nonsense. Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere. The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it.”



# Voice matters in fiction

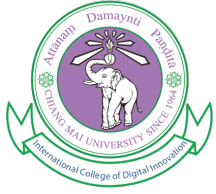




# Voice also matters in non-fiction

Including in essays:

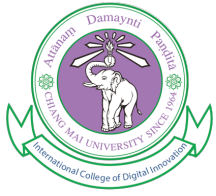
- It shows it is your own work (not copied)
- It helps you show what you think and understand
- It shows you can use language well



# Voice also matters in non-fiction

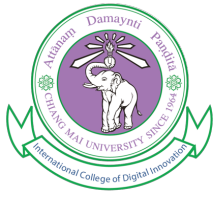
- “In writing nonfiction, the voice is critical because the reader is asked to trust and believe that the material is true. The voice must be one of authority or at least be honest and believable.” (Richard D. Bank)





# Developing your own voice

- It's not about using personal pronouns (*I, me, my* etc)
- It's about using all of the things we've talked about in this course – your choices about:
  - structure
  - argument
  - word selection
  - sentence structure and length
  - paragraph organization etc



# Developing your own voice



## 1.The topic / area

*You choose what to write about*

## 6.Evaluation

*Deciding if you agree or disagree*

## 2.Your knowledge, understanding & research

*You own background, education & culture*

## 7.Synthesis

*Linking authors together*

## 3.Choosing articles / authors

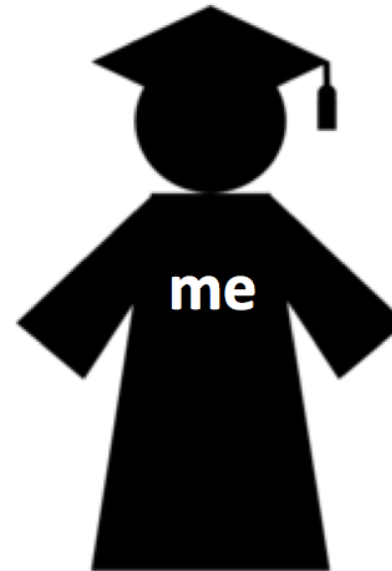
*Identifying key support evidence*

## 8.Organisation

*How you organise your essay*

## 4.Analysis

*Looking for key points*



## 9.Voice

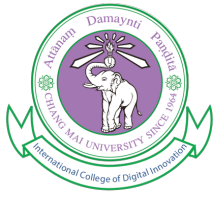
*What you believe is important?*

## 5.Argument

*Which side do you favour?*

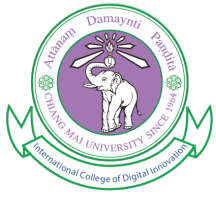
## 10.The conclusion

*Your opinion & recommendation*



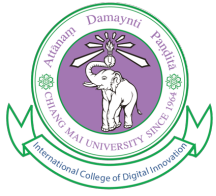
# Why don't students develop voice?

- Lack of writing skill
- Lack of confidence
- Lack of planning and research
- Because teachers have to read their essays
- But imagine if we had a choice: what could you do to make your writing something we want to read (value)?



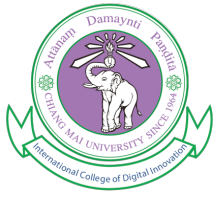
# Your voice

- So voice is really about knowing what you think
- You can't fake a voice if you don't know what you think
- This is why writers talk about "finding your voice" – not creating your voice
- This takes a lot of time to do – even for native speakers and people who write a lot

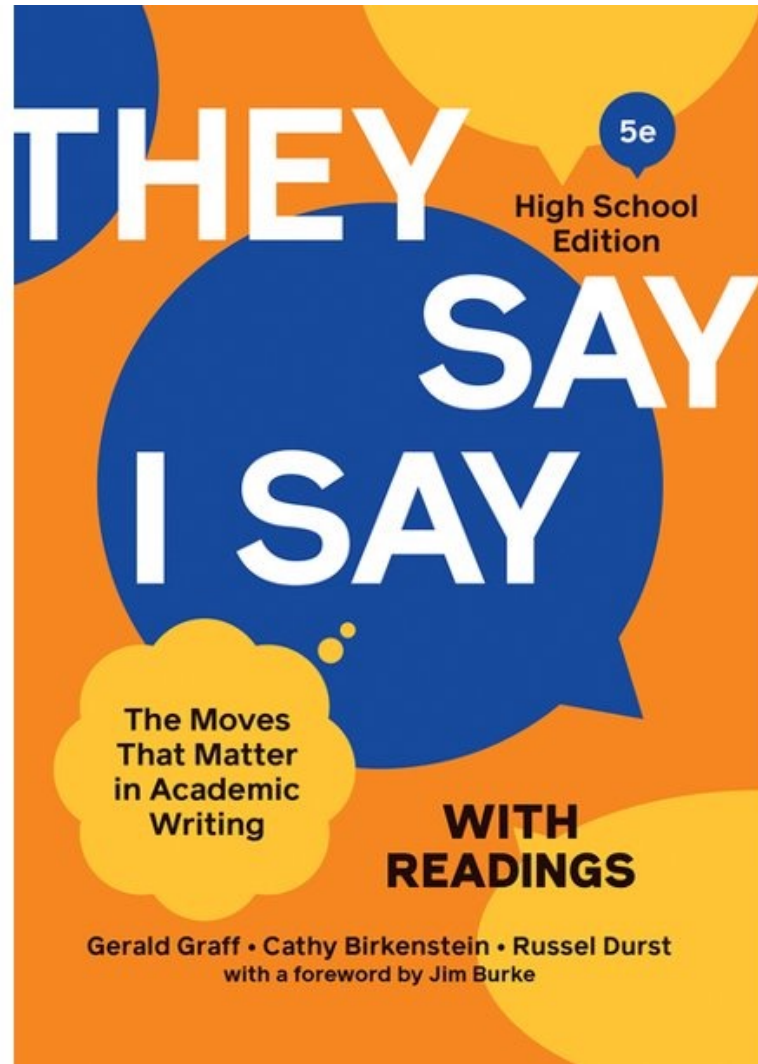


# Engaging in debate

- Voice also presents you as a participant in a debate



# Engaging in debate



*They Say/I Say: The Moves That Matter in Academic Writing,*  
Gerald Graff, Cathy Birkenstein, and Russel Durst (2006)

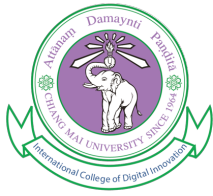


“In our view, then, the best academic writing has one underlying feature: **it is deeply engaged in some way with other people’s views**. Too often, however, academic writing is taught as a process of saying “true” or “smart” things in a vacuum, as if it were possible to argue effectively without being in conversation with someone else. **...[I]n the real world we don’t make arguments without being provoked...**”



“...Instead, we make arguments because someone has said or done something... and we need to respond... ...To make an impact as a writer, then, you need to do more than make statements that are logical, well supported, and consistent. You must also find a way of entering into conversation with the views of others, with something “they say.””





Editors' Note: Since the inaugural issue of *Pedagogy*, the From the Classroom section has featured three to five essays, each ranging from five hundred to two thousand words. This issue is different. The two essays it showcases, by Mark Gaipa and Madeleine Kahn, are much longer than the typical From the Classroom piece. While the section will remain devoted to short, practical articles focused on the classroom, the substance, wit, and interest of these essays justified a change in format for this issue.

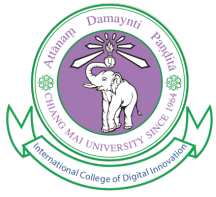
**Breaking into the Conversation:  
How Students Can Acquire Authority  
for Their Writing**

*Mark Gaipa*

What is an author's "authority," and where does it come from? Expertise, an air of confidence, reliability, and trustworthiness—all contribute to what we think of as a writer's authority, yet each of these traits obscures how writers acquire their authority by focusing unduly on the character of the author. Authority, I would contend, is less a characteristic than a relationship that a writer has with other authors, measuring how powerfully his or her work affects theirs. In a field such as literary criticism, writers gain authority only when they can relate their arguments to those of other critics and show how their arguments participate in, and extend, the work these critics have done on the writers' topic. An argument may be solid and interesting, but it will lack authority until its author clarifies its contribution to a larger critical community.

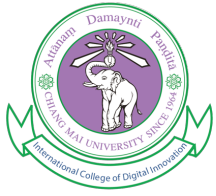
Mark Gaipa, 'Breaking into the Conversation: How Students Can Acquire Authority for Their Writing', *Pedagogy*, Volume 4, Issue 3, Fall 2004, pp.419-437.

<https://openlab.citytech.cuny.edu/writingacrossthecurriculum/files/2016/09/4.3gaipa.pdf>



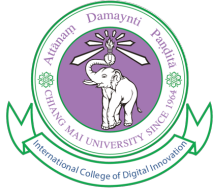
# Engaging in debate

- If I asked you for your view about something you are interested in and care about, you would find it easy to use your voice to tell me about it
- So, crucial to finding your voice about a subject is to find a way to be interested in it and why it matters (to you)



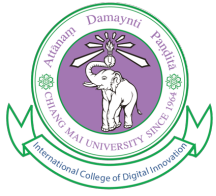
# 1. Develop your own argument

- Claim – the writer's *opinion* or position regarding the matter being written about
- Data – the *evidence* that is used by the writer to support their claim
- Justification – the writer's *interpretation* (understanding) of the facts. This links the data with the claim in the argument



# 1. Develop your own argument

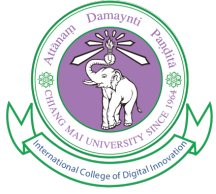
- Choosing a persuasive (strong) structure for your argument
- Integrating the evidence into your argument



# Contrasting your own argument

The screenshot shows the Harvard Business Review website interface. At the top left is the Harvard Business Review logo. To the right are 'Subscribe' and 'Sign In' buttons, and a search icon. Below the navigation bar, the article title 'The Competitive Advantage of Nations' is prominently displayed under the category 'International Business'. The author's name, Michael E. Porter, and the source information, 'From the Magazine (March-April 1990)', are also visible. The main image is a 3D rendering of a globe with various national flags attached to it, symbolizing international business and competition.

Michael Porter, 'The Competitive Advantage of Nations', *Harvard Business Review*, 1990, <https://hbr.org/1990/03/the-competitive-advantage-of-nations>

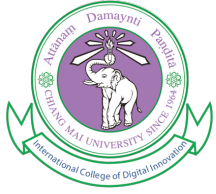


# Contrasting your own argument

[From the introduction:]

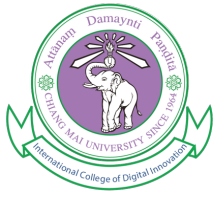
“National prosperity is created, not inherited. It does not grow out of a country’s natural endowments, its labor pool, its interest rates, or its currency’s value, as classical economics insists.

A nation’s competitiveness depends on the capacity of its industry to innovate and upgrade. Companies gain advantage against the world’s best competitors because of pressure and challenge. They benefit from having strong domestic rivals, aggressive home-based suppliers, and demanding local customers.



# Contrasting your own argument

In a world of increasingly global competition, nations have become more, not less, important. As the basis of competition has shifted more and more to the creation and assimilation of knowledge, the role of the nation has grown. Competitive advantage is created and sustained through a highly localized process. Differences in national values, culture, economic structures, institutions, and histories all contribute to competitive success. There are striking differences in the patterns of competitiveness in every country; no nation can or will be competitive in every or even most industries. Ultimately, nations succeed in particular industries because their home environment is the most forward-looking, dynamic, and challenging.



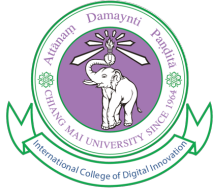
# Contrasting your own argument

These conclusions, the product of a four-year study of the patterns of competitive success in ten leading trading nations, contradict the conventional wisdom that guides the thinking of many companies and national governments – and that is pervasive today in the United States.

According to prevailing thinking, labor costs, interest rates, exchange rates, and economies of scale are the most potent determinants of competitiveness. In companies, the words of the day are merger, alliance, strategic partnerships, collaboration, and supranational globalization.

Managers are pressing for more government support for particular industries. Among governments, there is a growing tendency to experiment with various policies intended to promote national competitiveness – from efforts to manage exchange rates to new measures to manage trade to policies to relax antitrust – which usually end up only under mining it.

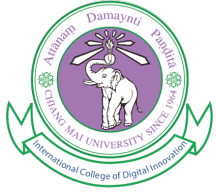




# Contrasting your own argument

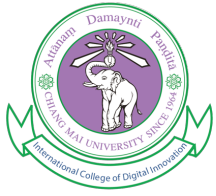
These approaches, now much in favor in both companies and governments, are flawed. They fundamentally misperceive the true sources of competitive advantage. Pursuing them, with all their short-term appeal, will virtually guarantee that the United States – or any other advanced nation – never achieves real and sustainable competitive advantage.

We need a new perspective and new tools – an approach to competitiveness that grows directly out of an analysis of internationally successful industries, without regard for traditional ideology or current intellectual fashion. We need to know, very simply, what works and why. Then we need to apply it.”



## 2. Develop your own judgement

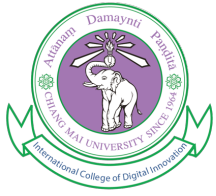
- Taking a subtle (small) difference or showing shades of meaning (nuanced stance)
- Selecting and reporting evidence critically
- Interpreting evidence to support your stance



## 2. Develop your own judgement

Word choice plays a significant part in this, e.g. saying how important you think something is:

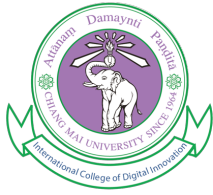
- **Adjectives:** *significant / potential / important / instrumental*
- **Adverbs:** *very / systematically / considerably / precisely*



## 2. Develop your own judgement

Word choice plays a significant part in this, e.g. suggesting your own view on how strong the evidence is or what someone else has written:

- **Verbs:** *may / can / could / seems to / tends to / claims / to justify / argues*
- **Evaluation phrases:** *fails to acknowledge / provides substantial evidence / an important flaw*



# Voice, ownership, and authority

*The Journal of FINANCE*  
The Journal of THE AMERICAN FINANCE ASSOCIATION

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**Every Cloud Has a Silver Lining: Fast Trading, Microwave Connectivity, and Trading Costs**

ANDRIY SHKILKO and KONSTANTIN SOKOLOV\*

**ABSTRACT**

Modern markets are characterized by speed differentials, with some traders being fractions of a second faster than others. Theoretical models suggest that such differentials may have both positive and negative effects on liquidity and gains from trade. We examine these effects by studying a series of exogenous weather episodes that temporarily remove the speed advantages of the fastest traders by disrupting their microwave networks. The disruptions are associated with lower adverse selection and lower trading costs. In additional analysis, we show that the long-term removal of speed differentials results in similar effects and also increases gains from trade.

COMPETITION ON RELATIVE SPEED IS A DEFINING characteristic of modern markets where trading firms invest heavily to gain a speed advantage over their rivals. The race to acquire the fastest technology often leads to subsequent speed differentials among traders. A rich theoretical literature suggests that such differentials may have opposing effects on liquidity and gains from

\*Andriy Shkilko is with Lazaridis School of Business, Wilfrid Laurier University. Konstantin Sokolov is with Popelman College of Business and Economics, University of Memphis. We thank Stefan Nagel (the Editor); an anonymous Associate Editor; two anonymous referees; Jim Angel; Matt Barron; Robert Battalio; Ekkehart Boehmer; Jonathan Brogaard; Michael Brolley; Eric Budish; Adam Clark-Joseph; Jean-Edouard Collinard; Amy Edwards; Sean Foley; Thierry Foucault; Michael Goldstein; Björn Hagströmer; Terrence Hendershott; Peter Hoffmann; Albert Menkveld; Sophie Moinas; Peter O'Neill; Andreas Park; Lasse Pedersen; Fabricio Perez; Richard Philip; Barbara Rindi; Ryan Riordan; Elvira Sojli; Eric Stockland; Wing-Wah Tam; Erik Theissen; Tugkan Tuzun; Brian Weller; Jonathan Witmer; Bart Yueshen; Haoxiang Zhu; and the audiences at the Central Bank Microstructure Workshop, Bank of Canada, CFTC, Conference on the Econometrics of Financial Markets, EPA, FCA, Finance Down Under, FIBS, NBER Market Microstructure Meeting, Northern Finance Association, Paris Finance Meeting, SGF, Chapman University, University of Memphis, University of Sydney, and the WFE/Imperial College London Conference for comments. Daniel Ganev and Jincheng Zhou provided research assistance. Stuart Hinson from NOAA and Jireh Ray from the CME provided data guidance. We acknowledge financial support from the Canada Research Chairs program, Canada Foundation for Innovation, Ontario Early Researcher and Graduate Scholarship programs, and the Social Sciences and Humanities Research Council of Canada. No party had the right to review the paper prior to its circulation. We have read *The Journal of Finance's* disclosure policy and have no conflicts of interest to disclose.

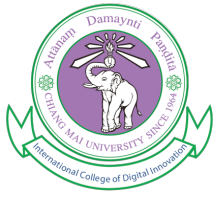
Correspondence: Andriy Shkilko, Lazaridis School of Business, Wilfrid Laurier University, e-mail: ashkilko@wlu.ca.

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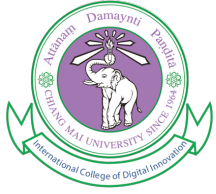
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Andriy Shkilko, Konstantin Sokolov, 'Every Cloud Has a Silver Lining: Fast Trading, Microwave Connectivity, and Trading Costs', *The Journal of Finance*, Volume 75, Issue 6, December 2020, pages 2899–2927.

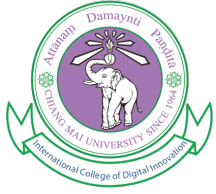
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“We examine the effects of speed differentials, one of the defining characteristics of modern markets, on liquidity and gains from trade. During our sample period, microwave networks offer speeds that are 30% greater than the nearest competitor, the fiber optic cable. These networks are accessible by a relatively small group of trading firms, which continuously retrofit them to compete with each other for top speed. A rich theoretical literature suggests that the resulting speed differentials may have both positive and negative effects on liquidity. We use the sensitivity of microwave transmissions to precipitation to examine liquidity when speed differentials are removed. The data show that when this happens, adverse selection and trading costs decline.

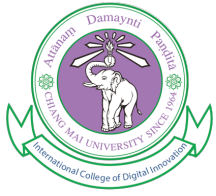


We reexamine this result in an alternative setting. In particular, we use a new product offering by one of the microwave technology providers that allows multiple trading firms to subscribe to the fastest network, effectively removing speed differentials for an extended time period. The liquidity effects of this event are similar to those observed during precipitation episodes – adverse selection and trading costs decline. More importantly, the long-term nature of the trading cost reduction positively affects gains from trade, as trading volume increases.



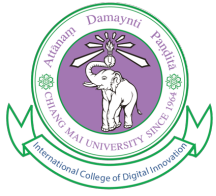
The speed race continues to this day and has spread to markets outside the United States. Trading firms compete using technology that ranges from laser transmitters to LEO satellites. Given the sizeable investments required to acquire such technology and the effects on liquidity and gains from trade documented here, the social efficiency of the race is a question that may require further attention from academics and regulators.”





# But be careful!

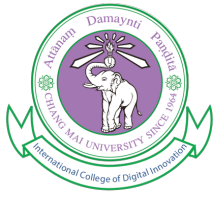
- Don't overdo it – the focus should always be on the argument and evidence, not you
- It's still EAP – somewhat formal, professional, evidenced etc
- Different teachers may prefer different styles – if you're not sure, ask them



# Get the balance right

“Show your audience that you are a comfortable expert on this topic. Your writing self should sound like you – but a version of your that’s been edited for clarity, organization, and cleverness.”

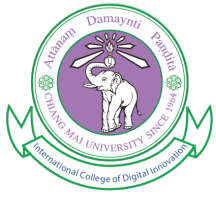
- Cambridge Coaching



# Voice – good student example

**Question:** In this course, you have worked in groups to develop your own innovation business. What have you learnt about innovation and business from this experience?

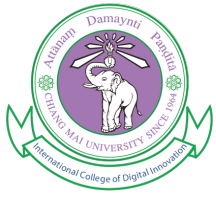
**Answer:** “I have learnt that innovation is a crucial factor for the success of any business, and it involves developing new ideas, products, services, or processes that meet the needs of customers or solve their problems in a unique and creative way. To foster innovation, it is important to have a collaborative and diverse team that brings different perspectives, skills, and experiences to the table. It’s also essential to create a culture that encourages experimentation, risk-taking, and continuous learning.



# Voice – good student example

**Question:** In this course, you have worked in groups to develop your own innovation business. What have you learnt about innovation and business from this experience?

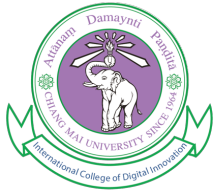
**Answer (cont.):** In terms of business, it's crucial to have a clear understanding of the market and customer needs, and to develop a sustainable business model that generates revenue and profitability. This requires careful planning, research, and execution, as well as the ability to adapt and pivot in response to changing market conditions or customer feedback.



# Voice – good student example

**Question:** In this course, you have worked in groups to develop your own innovation business. What have you learnt about innovation and business from this experience?

**Answer (cont.):** So my idea is Luminous Lane. My business idea is a glow-in-the-dark road sounds intriguing and innovative, as it addresses a common problem of poor visibility at night. To turn this idea into a successful business, I will need to conduct market research to assess the demand and potential competition, develop a unique value proposition that differentiates my product from others, and create a marketing and sales strategy that reaches my target customers effectively. I also need to consider the logistics of manufacturing, distribution, and customer support to ensure a seamless experience for my customers.



# Voice – good student example

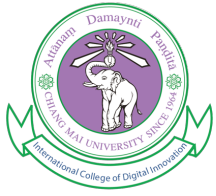
**Question:** In this course, you have worked in groups to develop your own innovation business. What have you learnt about innovation and business from this experience?

**Answer (cont.):** In summary, this is what I get from my group work of my project, innovation and business go hand in hand, and successful businesses are those that are able to innovate and adapt to changing market conditions. By fostering a culture of innovation and leveraging your unique ideas and skills, you can create a successful business that meets the needs of your customers and generates sustainable growth and profitability.”



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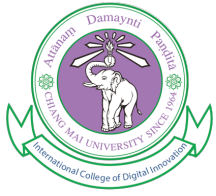
# Literature reviews



# Literature reviews

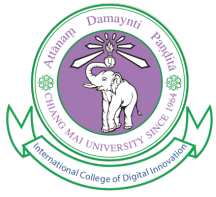
- One way to strengthen your voice is by commenting on other literature, evidence, and arguments





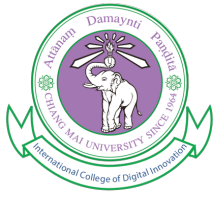
# Literature reviews

- A literature review is a critical summary of the existing research in the field to identify gaps and create a starting point for your own research
- A literature review is often done before you start on your research for an essay, thesis, or dissertation, and might help you decide on the direction of your research



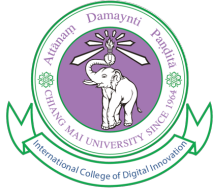
# Literature reviews

- But try not to do a merely descriptive (describing) review – you need to show your ability to critically analyze (criticize) the literature (your goal is to advance understanding), and develop your own voice
- Do this by:
  - summarizing (paraphrasing) information
  - finding links or similarities between different areas
  - highlighting weaknesses or inconsistencies (errors)
  - identifying a gap in the research



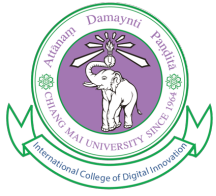
# Literature reviews

- Use evidence – back up (support) points by referring to specific writers/studies
- Be relevant – only include information related to your focus
- Be selective – only include important points/studies
- Be brief – summarize main points, rather than paraphrase or use quotations
- Show importance – the more important a study is, the more space (words) it should take up



# Literature reviews

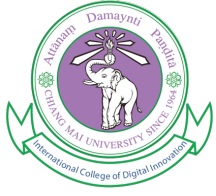
- Compare and contrast – highlight similarities or differences in the findings
- Synthesize – link sources together if they say the same thing
- Be cautious (careful) – do not make claims the evidence does not support
- Key point: The literature review needs to support your story, argument, and voice



# Using reporting words

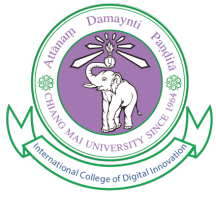
- (Strong) support: *show, demonstrate, prove, reveal*
- (Strong) criticism: *claim, argue, contend, believe*
- Weaker: *suggest, speculate, propose*
- Neutral: *say, write, examine, explain, note, report*

Reporting words indicate your position (your view) – so choose them carefully!



# Popular reporting words

- advances
- argues
- asserts
- assumes
- casts doubt on
- claims
- comments
- contends
- declares
- demonstrates
- describes
- emphasises
- explains
- highlights
- hypothesises
- implies
- maintains
- mentions
- notes
- observes
- questions
- pinpoints
- points out
- proposes
- provides evidence
- puts forward
- shows
- states
- stresses
- suggests



# Examples using reporting words

Wills (2020) states that genetically modified (GM) food can be harmful for the body. (**says directly**)

Jones (2018) mentions the importance of building restoration to a country's economy. (**refers to briefly**)

Harris (2021) suggests that Bitcoin has no value whatsoever. (**says indirectly that something is true**)

Ackroyd et al. (2020) questions whether the use of facial recognition software is ethical. (**suggests it is inaccurate**)

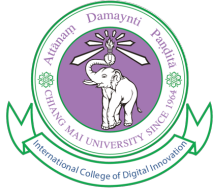
Krashen (1981) discusses that language acquisition does not need extensive use of grammar rules. (**examines the key points**)



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# Citations (references)

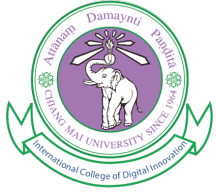




# Two basic styles of citation

- Integral and non-integral citations
  1. Integral citations tend to focus the readers' attention more on the researcher. For this reason, they are also known as 'author prominent citations'.

*e.g. Cutrone (2005) found that the tendency of Japanese learners of English to avoid confrontation...*

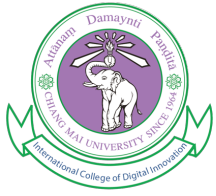


# Two basic styles of citation

2. Non-integral citations focus attention more on the research. They are also known as 'research prominent' or 'information prominent citations'.

*e.g. The role of students' note-taking ...has long been a focus of applied linguistic research (e.g. Dunkel & Davy, 1989; Chaudron, Loschky & Cook, 1994).*

- Non-integral citations flow better and sound more confident



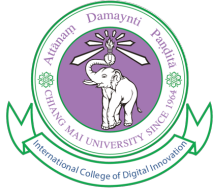
# Tense choice in citation verbs

Exercise: What is the tense here? Past simple

Arslan (2007) investigated the performance characteristics of biodiesel as an engine fuel.

The performance characteristics of biodiesel as an engine fuel were investigated by Arslan (2007).

Biodiesel was shown to have strong performance characteristics as an engine fuel (Arslan 2007).

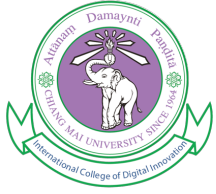


# Tense choice in citation verbs

Exercise: What is the tense here? **Present perfect**

There have been several investigations of the potential of biodiesel as an alternative to regular diesel (Savage 2005; Pinnarat 2006; Arslan 2007).

Many studies have investigated the potential of biodiesel as an alternative to regular diesel (Savage 2005; Pinnarat 2006; Arslan 2007).



# Tense choice in citation verbs

Exercise: What is the tense here? **Present**

The scarcity of known petroleum reserves is making renewable energy resources increasingly attractive (Savage 2005; Pinnarat 2006; Arslan 2007).



# Conclusion

## Re-cap:

- Active vs. passive voice
- Strengthening voice
- Entering the academic conversation
- Literature reviews
- Reporting words
- Citations