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### **Language analysis**

In general writing, language plays an essential role in communication. Using proper language can enhance readers to understand better of what writers try to convey. Specifically, formal language is necessary for academic writing, together with using grammatical forms correctly and appropriate word choices. It also concerns the use of indirect questioning. This paper aims to analyze language usage in the article of “A multilevel study of the relationships between diversity training, ethnic discrimination and satisfaction in organization” in the Journal of Organizational Behavior in 2012, written by King, Eden B., Jeremy F. Dawson, David A. Kravitz, and Lisa M. V. Gulick. It has been found that the language in the article mainly applies a formal structure, including the use of specialized vocabulary in organization management, but some parts of article are informal language features.

Moreover, the objective of this paper is the connection between diversity training, ethnic discrimination and organizational gratification. Kravitz et al. (2012) indicated the problematic incidence of racial discrimination in the institution of diversity organizations. They also claimed that the consequences of different ethnic groups affect racial discrimination in the workplaces.

There are neither contractions nor direct questions as ordinary written in this article. The authors mostly write in formal language. They did not use the words formed from two abbreviated words such as “isn’t”, “can’t” and “shouldn’t” in the article. For instance, “Even in the few organizations where they did not have an overall majority...” (Kravitz et al., 2012, p.11). When using contractions, it is more likely that the authors communicate with the audiences in easy tone and style, which is not appropriate in writing in academic areas. According to usage of indirect questions in this article, “However, almost nothing is known about whether or how diversity training might impact ethnic discrimination” (Kravitz et al., 2012, p.6). In formal writings, the authors should avoid using direct questions to the readers because it may seem that we pull the readers into the discussion, instead of informing them. Therefore, the writers should rephrase or using indirect questions in order to make the essay writing more formal.

After I discover many language features, another finding that I found is using formal negative forms such as the word “no”, which is regularly used in this article. By doing so, Swales and Feak mention that it is more appropriate than using “not...any” and “not...much” in

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academic writing. As shown in the article, “However, this work is limited to the individual level of analysis; to our knowledge, there is no research on attitudinal outcomes of discrimination at the level of the organization” (Kravitz et al., 2012, p.6). It can be examined that the authors wanted to make the sentences slightly positive in the more obvious negative forms.

Furthermore, in some passages, there are both formality and informality presented together. Kravitz et al (2012) indicate, “Finally, this study is limited in its focus on race-based diversity training and ethnic discrimination...” (p.17). This sentence also illustrates the usage of formal negative forms, from the word “limited”. Otherwise, it also displays that there is some informal language in the article such as adverb placements based on this citation, which is the word “Finally” in the beginning of the sentence. This informal language tends to be more frequently used for speech than writing. According to Swales and Feak (2012), adverbs should be placed within the verb group rather than at the beginning and at the end of the sentences. Generally, the authors often place adverbs the middle of sentences, which is formal.

Additionally, it has not been found the usage of acronyms in this study because the authors might want general readers to comprehend the entire article clearly. While, the writers use some specific vocabularies in this article, which are “ambient stimuli”. However, they did not define the meaning of this words, it might be the reason that their target audiences are scholars who study in this field so, it is not necessary for the authors to describe its meanings. Those words relate to the particular field, organization behavior, within the broad field of Business Administration. The word “self-verification” is used to indicate the academic behavior, which means the authors create the words themselves to write in their own article. As stated in the Kravitz’s article, “Research has shown that feeling connected to one’s group can provide some degree of compensation...” (Branscombe et al., 1999, p. 9), the word “one’s group” demonstrates that the authors need the sentence sense less personal, instead of using possessive pronouns such as his, her and their.

Overall findings, the authors in the article use both formal and informal language. The analysis based on academic style features from Swales and Feak (2012) that I can apply in academic assignments in my discipline in the future. Most of the context can be considered that this article has mostly formal tone. Nonetheless, this paper is appropriate for my discipline,

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MBA because they require students to write several academic assignments, which are typically formal. Likewise, it should be noted that this paper from Kravitz's article is extremely helpful for some specific areas of Business Administration, particularly Organization Behavior.

### Reference

J.M. Swales, C. B. Feak, " Academic Writing for Graduate Students: Essential Tasks and Skills", 3rd Edition, Michigan Series in English for Academic & Professional Purposes.

King, Eden B., Jeremy F. Dawson, David A. Kravitz, and Lisa M. V. Gulick. "A Multilevel Study of the Relationships between Diversity Training, Ethnic Discrimination and Satisfaction in Organizations." *Journal of Organizational Behavior J. Organiz. Behav.* 33.1 (2010): 5-20. Web.