Part 2 Citation Essentials & Language and Style in Academic Writing

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A. Recognizing parts of an academic paper

Exercise 1 Match the parts of an academic paper and their purposes.

1. Introduction	a. Report what other people have said and found about the topic. Justify your research/study.
2. Literature review	b. Discuss the findings and connect them to what other researchers have found.
3. Methodology	c. Outline, promote, and/or problematize the research field or topic.
4. Results	d. Provide further observations (implications, limitations, further development).
5. Discussion	e. Report your methodology (participants, instruments, analyses) and provide demographical or procedural comments.
6. Conclusion	f. Report the findings.

Exercise 2 Read the following paragraphs. Then identify each paragraph whether it is a part of an *introduction, literature review, methodology, results,* or *discussion*.

Paragraph 1 _____

The data collection process of the present study began with the three researchers, social science teachers at the Grade 10 level at three private schools in Bangkok, recruiting 15 10-graders at each school. As part of their social science class project, the 15 students were assigned to find information concerning the amount of sugar in a number of popular drinks available in their school's shops and canteens, and put up a display of the sugar amount for other students in the school to see. Then 60% of the students in each school were selected by random sampling to fill out a questionnaire about how this knowledge affected their choice of drinks.

Paragraph 2 _____

It is important to note that the student participants in the present study were from three private schools, in the business centers of Bangkok where they are constantly exposed to posters and billboards with slender models and office workers that may be similarly watching their weight, keeping fit, and looking good in their modern attire. The students may be greatly influenced by their environment and thus represent only one particular group of teenagers in the society (Jones, Elstein, Marquis & Lambert, 2010). More research is therefore crucial, with a larger group of students with a wider range of settings and socio-economic and family backgrounds.

Paragraph 3 _____

Forty years ago, there were hardly any citizens with obesity in Thailand (Annual Report, Ministry of Public Health, 1973). The number of obese Thais has drastically increased during the last ten years, and only an upward trend can be expected according to the Ministry of Public Health's reports during the last decade. Eating and drinking habits are one of the common causes of this health problem (Thornton, 2009), and these habits can start when one is still young. In this study, a team of school teachers initiated a project to raise an awareness of how popular drinks, such as soda and juices, can be the cause of weight gain among children.

Paragraph 4 _____

The responses to the questionnaire were divided into gender and grades—those from students in Grades 7 to 9 and Grades 10 to 12. Table 6 shows that in general, girls from both grade range groups were more aware of how malnutrition drinks could affect their weight. Approximately 70% (n = 107) female students in Grades 7 to 9 are more likely to refrain from drinking popular drinks full of sugar, and most of the female 10-to-12 graders (n = 189, 88.76%) stated that they only drank soda more than three glasses a week.

Paragraph 5 _____

Among the main foci in research studies on Asian children's health –physical health and mental health–children's choice of food and drinks has been in the spotlight for the past two decades (Henry, 2010). Children in urban settings are exposed to a variety of snacks and drinks at school, at home, and in shopping malls. For example, the amount of

such popular but malnutritious drinks was seven times more available in movie theaters and malls than healthy drinks found in downtown Bangkok between April and May in 2011 (Forestine, 2012). Malnutrition drinks are those that not only do not provide consumers with adequate nutrition but also consist of substances that could cause weight gain, obesity, and other malicious diseases.

–> Your notes: Write down the main ideas/points of your own research for each part below.

1. Introduction

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2. Literature review

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3. Methodology

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4. Results

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5. Discussion

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6. Conclusion

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B. Good writing from good reading

Exercise 3 Read the two versions of a report a student hands in to her professor about a conference she attended. Which one do you think is better and why? How are the two versions different? What are the problems with the one you do not like?

Paragraph 1

(1) The speaker of the first parallel session was Michael Brown from Iowa State University. (2) He came to the room two minutes late. (3) He had a PowerPoint presentation for his research. (4) He said it took him 4 years to finish the research. (5) He talked about how the research was done and the theories that he used as the conceptual framework. (6) There were lots of data on the PowerPoint and in the handout. (7) But the session lasted only 15 minutes, and then we had to go to the next session –which was about new theories in marketing. (8) He reported the data collection procedure and the results. (9) He studied the factors that consumers considered before buying technology products. (10) The most important factors were companies' expertise and stores' post-purchase services.
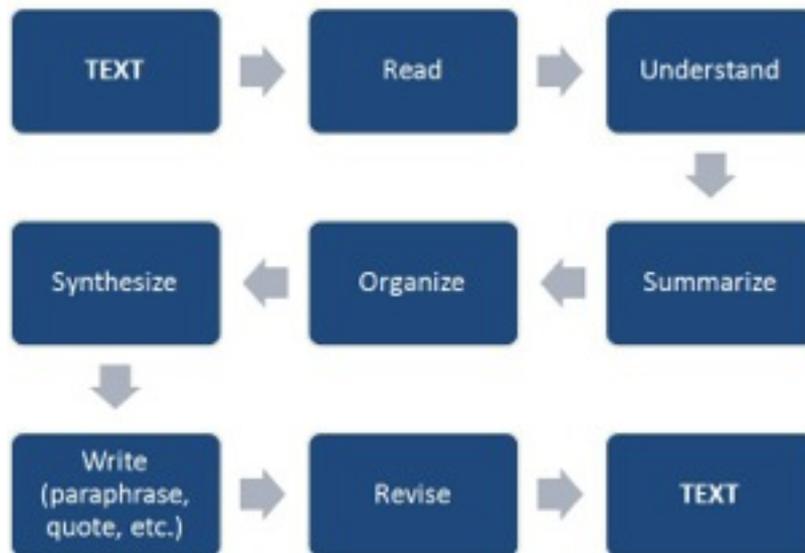
Paragraph 2

(1) The first parallel session was a report of a research study by Michael Brown from Iowa State University. (2) From 2005 to 2009, he investigated the factors influencing consumers' decision to buy technology products. (3) The research's conceptual framework and data collection procedure, along with detailed findings, were reported at the session, which lasted, unfortunately, only 15 minutes. (4) All in all, the most important factors affecting consumers' purchases were companies' expertise (36.8%) and stores' post-purchase services (20.6%).
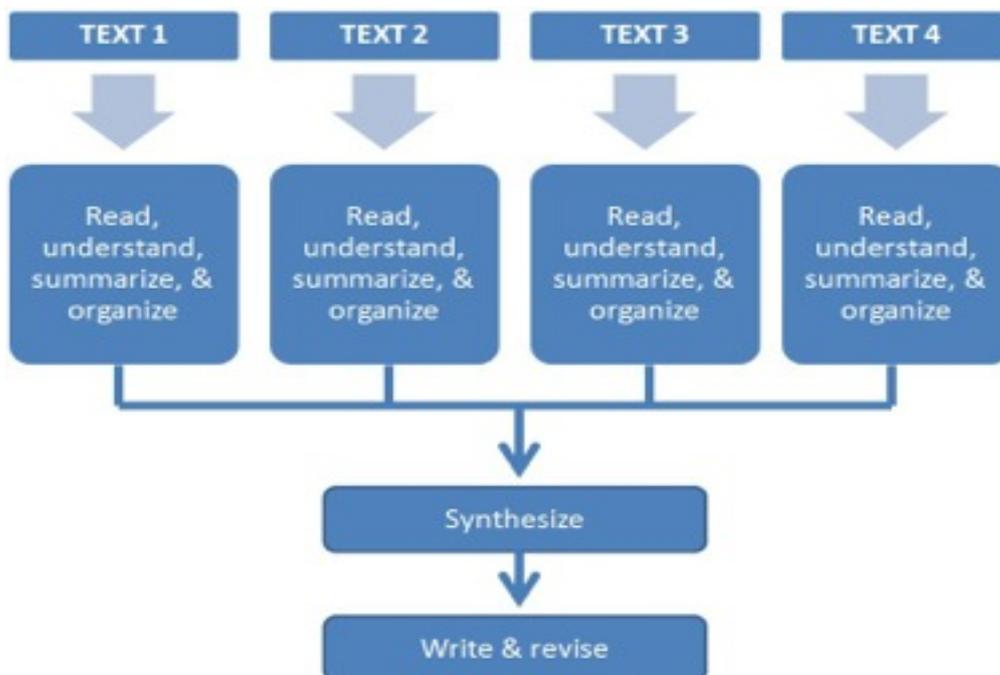
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The ability to categorize and organize ideas is very important when you read and write. Organizing–**arranging related ideas into a certain order or structure**–helps you separate different ideas and place similar or related ones together. Organizing ideas, however, does not get you beyond copying and pasting texts, which anybody can do. What you need to do for the reader is **to make a connection among ideas from multiple texts**, which is called *synthesizing*.

What to do when working with a text in order to write about it

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TEXT  ➡  Read  ➡  Understand
                        ⬇
Synthesize  ⬅  Organize  ⬅  Summarize
    ⬇
Write
(paraphrase,  ➡  Revise  ➡  TEXT
quote, etc.)
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What to do when working with multiple texts in order to write about them

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TEXT 1          TEXT 2          TEXT 3          TEXT 4
  ⬇               ⬇               ⬇               ⬇
Read,           Read,           Read,           Read,
understand,     understand,     understand,     understand,
summarize, &    summarize, &    summarize, &    summarize, &
organize        organize        organize        organize

                    Synthesize
                        ⬇
                   Write & revise
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Synthesizing ideas for literature review and discussion

1. Making sense of the texts for your reader	- What is the text about? What is the main idea? - What ideas and/or details does the author use to support that main idea? Are these ideas/details a description, an explanation, reasons, examples, etc.?
2. Reorganizing ideas from the texts	- How are the ideas arranged and presented in the text? - Do you need to rearrange or organize the ideas to help make them easier to understand and discuss? (If so, write the ideas down and reorganize them for yourself first.)
3. Pointing out the relationship among ideas in the text	- How are the ideas in the text related to one another? Are they connected through cause-effect relationship, problem-solution relationship, etc.?
4. Assessing the validity of the texts	- Are the author's arguments and ideas reasonable, valid, and trustworthy? Why or why not? - Are his/her ideas supported by reliable details/ information? If so, what are they? - Is the main idea/argument biased or for the author's own benefit? If so, is the idea worth pointing out with caution or should it be disregarded?
5. Selecting and including only relevant parts from the texts	- What do you want to say in your own writing? What are your main idea and supporting ideas? - Which ideas in the author's text are related to what you want to talk about in your writing? (You may need to rearrange the ideas in your notes again at this point.)
6. Pointing out the relationship between ideas from the texts and your own ideas	- Are your own ideas clearly stated for the reader to understand? - How are your ideas and the author's ideas that you have cited (summarized, paraphrases, or quoted) related? Have you told the reader how?

Exercise 4 The paragraphs below describe the three mobile phones using the information in the table. Even though both are okay, which paragraph is better? Why?

	Nokia N8	BlackBerry Bold 9650	iPhone 4 (32 GB)
Phone type	Smartphone	Smartphone	Smartphone
Operating system	Symbian^3 OS	BlackBerry OS (RIM)	iOS (Apple)
WiFi/Bluetooth-supported	✓	✓	✓
Camera	12 megapixels, Carl Zeiss lens, 2X digital zoom	3.2 megapixels, 2X digital zoom	5 megapixels, 5X digital zoom, front and back cameras
Video camera	✓ (HD)	✓	✓ (HD)
Video calling	✗	✗	✓ (Facetime, front and back cameras)
Music player and support	✓ (Nokia Music Player)	✓ (Media Manager)	✓ (iTunes)
Screen	Touch	Non-touch	Touch
Free navigation/ GPS	✓ (Ovi Map)	✓	✓
WebTV	✓	✗	✗
Internet access, chat, social networking	✓	✓	✓
Applications	✓ (Ovi Store)	✓ (BlackBerry App World)	✓ (iTunes Store)
Backgrounds	✓	✓	✓
Color themes	✓	✗	✗
Synchronization with the computer	✓	✓ (Desktop Manager)	✓ (iTunes)
Price (Approximate, $US/THB)	500/16,000	500/13,500	300/18,000

Paragraph 1

(1) The Nokia N8, BlackBerry Bold 9650, and iPhone 4 have a number of similarities and differences. (2) They are all smartphones, but

they use different operating systems. (3) They are WiFi- and Bluetooth-supported, and each has a camera, a video camera, a music player, free navigation, Internet access, applications to download, changeable backgrounds, and the ability to synchronize with the computer. (4) The Nokia N8's camera has 12 megapixels with a Carl Zeiss lens, and 2X digital zoom. (5) The BlackBerry Bold 9650's camera has 3.2 megapixels with 2X digital zoom, and the iPhone 4 has 5 megapixels and 5X digital zoom. (6) The video cameras in the N8 and iPhone 4 are high-definition, while the Bold 9650's is not. (7) The iPhone 4 is the only phone among the three with video calling. (8) The N8 and iPhone 4 have a touch screen, but the keyboard of the Bold 9650 is non-touch. (9) Unlike the other two, the N8 comes with a web TV, and it has different color themes for you to choose from. (10) Finally, the iPhone 4 is the most expensive at approximately 18,000 Baht, followed by the Nokia N8 at 16,000 Baht, and the BlackBerry Bold 9650 at 13,500 Baht.

Paragraph 2

(1) Although the Nokia N8, BlackBerry Bold 9650, and iPhone 4 share many smartphone characteristics and abilities in common—Internet access, great camera, music player, GPS, applications, and computer synchronization—there are small details that should be taken into consideration before you decide to buy one. (2) First of all, different operating systems can make a difference. (3) The N8 comes with Symbian^3, the Bold 9650 RIM's operating system, and the iPhone 4 iOS. (4) I suggest talking to people who have used these phones or choosing a retailer that allows you to try using the phones to see which operating system suits you the best. (5) This includes using the screen (touch or non-touch), working with the app store (downloading applications, payment, etc.), and accessing the store on your mobile phone. (6) When you try using the phones, also try the cameras to see for yourself what the photo quality is like. (7) Do not only go by a higher number of megapixels or digital zoom. (8) If you like video calling, only the iPhone 4 comes with a function called Facetime, with both front and back cameras that allow the person talking to you to see what you see in real time. (9) As for the cost of a new phone, the Nokia N8, BlackBerry Bold 9650, and iPhone 4 are in the same price range in Thailand—the Bold being the least expensive (approximately 13,500 Baht) and the iPhone the most (approximately 18,000 Baht)—so it is up to you to decide which phone is worth that amount of money that will come out of your pocket.

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C. Citation styles

APA-style examples: References/bibliography (end-of-text citations)

ส่ง่า เจริญผลิน. (2553). *สมาธิกับการเรียน*. กรุงเทพฯ: ไทยวัฒนาพานิช.

Coleman, M. P. (2005). Meditation and the modern life: An empirical research. *Everyday Psychology, 43*, 672-691.

Nelson, T. (2007). Meditation and why do it? *Everyday Psychology, 46*, 420-448.

Marone, S. (2008). Meditation for work. In P. Lisborne & C. D. Cane (Eds.), *Meditation that works* (pp. 192-223). Cambridge: Cambridge University Press.

Smith, P. J. (2006). *Meditation in everyday life*. Massachusetts: Blackwell.

Wong, L. & Jones, J. W. (1999). *Concentration and life style*. Nashville, IL: Stratford Press.

(annotations: book — journal article — book chapter)

In-text (parenthetical) citations

–> Your notes: How do you report that an author says something, e.g. Smith (2006) says …? Write some examples on this page. Then read the alternatives on the next page, circling the ones you have never seen or used.

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Ways to say "the author says …"

1. **Smith (2006) states** that a state of meditation can be achieved in our daily life **(p. 21).**

2. **Smith's (2006) research shows** that a state of meditation can be achieved in our daily life.

3. **In his book, *Meditation in Everyday Life* (2006), Smith states** that a state of meditation can be achieved in our daily life **(p. 21).**

4. **As Smith (2006) states,** one can achieve a greater amount of concentration at work by practicing short, daily meditation at home **(p. 126).**

5. **As stated in Smith (2006),** one can achieve a greater amount of concentration at work by practicing short, daily meditation at home **(p. 126).**

6. Concentration at work, for example, can be greatly enhanced by short, daily meditations in which **"**you become aware of what you are thinking**" (Smith, 2006, p. 302).**

7. **In 2006, Smith** published a groundbreaking book about everyday meditation with methods and suggestions for those who spend most of their time each day commuting to and from work and who have very little time to rest at home.

8 It has been argued that a state of meditation can be achieved in our daily life **(Smith, 2006, p. 21).**

9. **According to Smith (2006),** a state of meditation can be achieved in our daily life **(p. 21).**

10. **Smith (2006)** discussed his multiple attempts to meditate in places away from the city when he could find time over three years. None had a long-lasting effect on his mental health once he returned to his normal life **(p. 19).** After practicing meditation for thirty minutes a day every day after work for six months, however, he found that a state of meditation can be achieved in our daily life **(p. 21).**

11. Smith (2006) discussed his multiple attempts to meditate in places away from the city when he could find time over three years. None had a long-lasting effect on his mental health once he returned to his normal life (p. 19). After practicing meditation for thirty minutes a day every day after work for six months, however, he found that a state of meditation can be achieved in our daily life (p. 21).

[Beginning of a new paragraph] **Smith further states that** …

12. **Smith (2006) goes on to say that** …

13. **The article also discusses** …

Ways to talk about two or more authors at the same time

14. It has been documented that a state of meditation can be achieved in our daily life **(Sa-nga Charoenpalin [สง่า เจริญผลิน], 2010); Nelson, 2007; Marone, 2008; Smith, 2006; Wong & Jones, 1999).**

15. Moreover, **Smith (2006) agrees** with Nelson (2007) that a state of meditation can be achieved in our daily life, and that concentration is only **"**a matter of awareness and determination**" (p. 22).**

16. The success of short, daily meditation has been discussed in detail in Wong & Jones' (1999) *Concentration and Life Style* **(see also Smith, 2006).**

17. Coleman (2005) reports that 86% of his 245 participants tried meditation at home or in their apartments and failed to achieve a substantial difference in their ability to relax or improve their concentration at work **(cf. Smith, 2006).**

18. **Similar to Smith (2006)**, Marone (2008) stated that she was able to spend only twenty to thirty minutes each morning on meditation but that she nevertheless was able to gain greater insight into her life as well as concentration at work (p. 197).

19. Nelson (2007) discusses how she spent a relatively short period of time in the morning meditating by following the meditation guidelines by **Smith (2006).** After practicing them daily for over a year, she reported a substantial gain of insight into her life as well as better concentration at work (p. 197).

20. **Nelson (2007, as cited in Marone, 2008)** discusses how she spent a relatively short period of time in the morning meditating by following the meditation guidelines by Smith (2006).

Verbs used in citations

Neutral tone	With voice of the writer	Technical/specific uses
say/state indicate show describe discuss present express note point out add argue assert imply	claim imply argue allege emphasize stress maintain contend presume assume assert affirm	examine report agree/disagree illustrate confirm verify reveal/show explain propose demonstrate conclude

Style differences

Humanities
- *Chicago*
- *MLA* (Modern Language Association)
- *Turabian* (an academic style that works in other disciplines as well)

Sciences
- *ACS* (American Chemical Society)
- *AMA* (American Medical Association)
- *CBE* (Council of Biology Editors)
- *IEEE* (Institute of Electrical and Electronics Engineers)
- *NLM* (National Library of Medicine)
- *Vancouver* (Biological Sciences)

Social Sciences
- *AAA* (American Anthropological Association)
- *APA* (American Psychological Association)
- *APSA* (American Political Science Association)

	APA*	*MLA**
In-text citation: one author	Your text or quotation (Garrison, 2008). Your text or quotation (เกษรา อึ้งอำพร, 2554). OR As Garrison (2008) states, your text. As Ketsara Ungampon (เกษรา อึ้งอำพร, 2554) states, your text.	Your text or quotation (Garrison 457). Your text or quotation (เกษรา อึ้งอำพร 23). OR Garrison states, your text or quotation (457). Ketsara Ungampon (เกษรา อึ้งอำพร, 2554) states, your text or quotation (23).

In-text: two to six authors	Your text or quotation (Steven & McIntyre, 1997, p. 32). Your text or quotation (**นฤณ ธนาประเสิรฐ และ ยาณีมาศ ใบทอง**, 2551). OR According to Steven and McIntyre (1997, p. 32), your text or quotation.	Your text or quotation (Steven and McIntyre 32). OR As reported by Steven and McIntyre (32), your text continues.
In-text: same author(s), different years of publication	(Liu, 1993, 2006)	(Liu, *Meditation* 759); (Liu, "Life" 96)
In-text: work from another source	(Hines, 1989, as cited in Stroenoff, 1997)	(Hines, qtd. in Stroenoff 87)
Ref: Book	Lastname, A. A., & Lastname, B. B. (year of publication). *Title of book*. Place of Publication: Publisher.	Lastname, Firstname(s), and Firstname Lastname. *Title of Book*. Place of Publication: Publisher, year of publication.
Ref: Chapter/article in book	Lastname, A. A. (year of publication). Title of chapter. In A. Lastname, B. Lastname, & C. Lastname (Eds.), *Title of book* (p./pp. nnn-nnn). Place of Publication: Publisher.	Lastname, Firstname(s). "Title of Book Chapter or Work in Other Collection." *Title of Book, Anthology, or Collection*. Place of Publication: Publisher, year of publication. page numbers.
Ref: Article	Lastname, A. A., Lastname, B. B., & Lastname. C. C. (year of publication). Title of article. *Title of Journal*, *volume*, page-numbers.	Lastname, Firstname(s), and Firstname Lastname. "Title of Article." *Title of Journal* volume. Issue-if-needed (year of publication): page numbers.
Ref: On-line article	Lastname, A. A., Lastname B. B., & Lastname C. C. (year of publication). Title of article. *Title of Periodical*, *volume*, page-numbers. Retrieved Month day, year, from URL.	Lastname, Firstname(s), and Firstname Lastname. "Title of Article." *Title of Journal* volume. Issue-if-needed (date of publication): page numbers. Title of Database. Name of Service. Subscribing Library or Consortium. Web. day Mon. year of access

D. Academic writing style

Exercise 5 Read the following two paragraphs and compare Paragraphs 1 with 2. Can you feel the difference? What makes them different from each other?

Paragraph 1

(1) Electricity was so strangely expensive at our factory from June to August, so I called and asked our chief engineer from the main office to take a look at what was going on. (2) Mr. Thanasak the engineer checked our 10 blow molding machines out and found that the temperature in the cylinders in most of our machines–the old ones–was very high while the machines were running. (3) He fixed the problem by adding insulators and controlling the temperature. (4) As it turned out, this month's electricity bill is much lower than before the problem was solved.

Paragraph 2

(1) As the cost of electricity was extraordinarily high at the Samutprakan factory of Saman-Chai Plastic during the months of June and August, a chief engineer from the company's main office was contacted about the problem. (2) After he visited the factory and inspected its ten blow molding machines, Mr. Thanasak Kaewmetha reported a considerably high temperature in the cylinders in the eight machines which had been used in the factory for over five years. (3) Additional insulators and temperature control panels were installed, resulting in a 20% lower electricity charge in September.

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Exercise 6 Read the list and compare the word choice in each pair/group. (The examples in this section are from *Resources*, n.d.)

1.   a. Her paper made a *tremendous* contribution to the field.
         b. Her paper made a *major* contribution to the field.

2.   a. The settlers *got* ill after drinking polluted water.
         b. The settlers *became* ill after drinking polluted water.

3.   a. The study participants reported that they *got better* after the first course of treatment.
         b. The study participants reported that their health *improved* after the first course of treatment.

4.   a. Doris Lessing *got* the Nobel Prize in 2007.
         b. Doris Lessing *was awarded* the Nobel Prize in 2007.

5.   a. The proposal for regional representation was *turned down*.
         b. The proposal for regional representation was *rejected*.

6.   a. The new study *doesn't* support *many* of the initial findings.
         b. The new study supports *few* of the initial findings.

7.   a. There *isn't much* research on this topic.
         b. There is *little* research on this topic.

8.   a. Neither qualitative interviews nor focus groups are likely to *give you* easily quantifiable, factual or objective data.
         b. Neither qualitative interviews nor focus groups are likely to *provide* easily quantifiable, factual or objective data.

9.   a. As you can see from the data, two-thirds of respondents are satisfied with the current provision.
         b. As can be seen from the data, two-thirds of respondents are satisfied with the current provision.
         c. The data show that two-thirds of respondents are satisfied with the current provision.

10.   a. Are you satisfied with the college's international student services?
         b. The participants were asked *whether* they *were* satisfied with the college's international student services.
         (NOT: The participants were asked *are* they satisfied with the international student services.)

Exercise 7 The following passage is about giant pandas. Read each paragraph with different kinds of grammatical errors. Notice that Paragraph 3 is the most difficult to understand because of its major grammatical errors. (Text adapted from http://en.wikipedia.org/wiki/Giant_Panda)

Paragraph 1 Types of errors: _____

(1) The Giant Panda is bear native in central-western and southwestern Chaina. (2) The Giant Panda was previously thought to be the member of racoon family. (3) It is easily recognized with its large, distinctive black patches around the eyes, on the ears, and across its round body. (4) Though belonging to the carnivoros group, the Giant Panda has diet which is 99% bamboo. (5) The Giant Panda may eat other foods such as honney, eggs, fish, yams, shrub leaves, oranges, and bananas when available. (6) The Giant Panda lived in few mountain ranges at central China, in Sichuan, Shaanxi, and Gansu provinces. (7) It once lived lowland areas, but farming, forest clearig, and other development now restrict the Giant Panda to mountains.

Paragraph 2 Types of errors: _____

(1) The Giant Panda has been a conservation-reliant endangered species. (2) According to the latest report, China had 239 Giant Pandas in captivity and another 27 living outside the country. (3) It is also estimated that around 1,590 pandas are currently lived in the wild. (4) However, a 2006 study, via DNA analysis, estimates that there might be as many as 2,000 to 3,000 Giant Pandas in the wild. (5) Though reports are shown that the numbers of wild pandas were on the rise, the International Union for Conservation of Nature is believed there is not enough certainty to remove the Giant Panda from the endangered animal list.

Paragraph 3 Types of errors: _____

(1) Loans to American and Japanese zoos formed an important part of the diplomacy of the People's Republic of China in the 1970s, as marked some of the first cultural exchanges between the People's Republic and the West. (2) This practice "Panda Diplomacy." (3) By 1984, however, were no longer used as agents of diplomacy. (4) Instead, China began to offer pandas to other nations only on 10-year loans. (5) The standard loan terms. (6) A fee of up to US$ 1,000,000 per year and a provision that any cubs born during the loan the property of the People's Republic of China.

Exercise 8   Underline inappropriate words or sentence structures and make changes so that the paragraph's writing style becomes more academic. Then read Version 2 and compare.

Version 1

(1) Some attitudinal studies have been done in Bangkok during the past few years. (2) Such as, Kanmanee (2005) interviewed 700 high school students and found that the kids whose attitude was the most favourable toward English were 10th graders (Mattayom 4). (3) The students' interest in English went down as they studied in higher grades, and English wasn't very important when the students were preparing for their university admission exams. (4) Similarly, Milford (2007) surveyed 300 high school students at her school in Bangkok, and said that most of the twelfth graders (Mattayom 12) (85.7%) focused more on mathematics, the Thai language, and social science than on English. (5) On the other hand, 82.8% of the tenth graders viewed that English would play a great role in their future, and other school subjects were not as important. (6) In a lot of other studies, researchers emphasize the influences of administrators, teachers, and the schools' interest in English, too.   (7) For instance, 1,500 high school student participants in Pungcharoen (2007) were divided into two groups: those from schools where English receives great importance from the school heads and teachers and those from other schools. (8) The results of the study show that students in the first group of schools generally have a significantly more positive attitude toward English than those from the other group of schools. (9) In another study, Chantarachote (2008) and her friends at four high-schools in the Bangkok area began promoting campaigns about the importance of English in everyday life and for jobs. (10) They found that the students' interest in English really increased after one semester. (11) From the results of these research studies, it can argue that Thai high school students' attitude toward English depends on both external forces, such as their teachers, as well as internal and social forces. (12) Topics or subjects that are generally viewed as most pressing at the moment–e.g. the ability to pass college application exams–may play a larger role in students' belief in the importance of learning English.

Version 2

(1) Some attitudinal studies have been conducted in Bangkok during the past few years. (2) For example, Kanmanee (2005) interviewed 700 high school students and found that the students whose attitude was the most favorable toward English were 10th graders (Mattayom 4). (3) The students' interest in English decreased as they studied in higher grades, and English was not of great importance when the students were preparing for their university admission examinations. (4) Similarly, Milford (2007) surveyed 300 high school students at her school in Bangkok, and reported that most of the twelfth graders (Mattayom 12) (85.7%) placed more importance on mathematics, the Thai language, and social science than on English. (5) On the other hand, 82.8% of the tenth graders viewed that English would play a vital role in their future, and other school subjects were of less importance. (6) In various other studies, emphasis has also been placed upon the influences of administrators, teachers, and the schools' interest in English. (7) For instance, 1,500 high school student participants in a research project by Pungcharoen (2007) were separated into two groups: those from schools where English receives great importance from the school principals and teachers and those from other schools. (8) The results of the study reveal that students in the former group of schools generally have a significantly more positive attitude toward English than those from the latter group of schools. (9) In another study, Chantarachote (2008) and her colleagues at four high-schools in the Bangkok area began promoting campaigns in favor of the importance of English in everyday life and for future careers. (10) They found that the students' interest in English increased dramatically after one semester. (11) From the results of these research studies, it can be argued that Thai high school students' attitude toward English may be dependent upon both external forces, such as their teachers, as well as internal and social forces. (12) Topics or subjects that are generally viewed as priorities at the moment—e.g. the ability to pass college application examinations— may play a larger role in students' belief in the importance of learning English.

–> Your notes: What are some words and grammatical structures that you have learned to be non-academic today?

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Frequently asked questions about academic writing

Questions	Answers/Suggestions
1. How do I become good at writing academic papers?	By reading a lot of academic papers.
2. Where do I begin?	You can begin by reading, but it's a very good idea to begin by writing as well. Use writing to help you think. Then you'll know what to do next.
3. What if I have an idea and don't know how to say it?	If you do not have the English to say it, write it down in your native language and ask someone else for help.
4. How much should I put in the title of my paper?	For your thesis or dissertation, give as many specifics as possible. For journal articles, you can be a little more stylish.
5. How much should I write in the literature review?	For your thesis or dissertation, include as much as you want. For journal articles, limit yourself to a few most related pieces.
6. What should I do when I read?/ What's the best way to do literature review?	Read and write at the same time. Fill in a table (you won't regret using the computer for this rather than pen and paper) with information from the reading as you read: author(s), full reference, research questions, hypotheses (if any), methodology (as detailed as you can), findings, and main discussions. Paraphrase important points (in your own words) or quote (accurately and with big and clear quotation marks to prevent confusion) accompanied by actual page numbers from the original. Quote as little as possible. Then group similar studies together with your own notes as clearly as possible about how each group is related to your own study.
7. What citation style should I use?	Consult your instructor regarding class papers, your adviser about theses and dissertations, and the publisher about journal articles.

8. Which is better, paraphrasing or quoting?	Keep quotations at a minimum—only when really necessary. Mostly paraphrase, and always provide references.
9. How can I tell if I am plagiarizing and what can I do about it?	**A note on inadvertent plagiarism**: Any time you are not using your own words, <u>even if a reference is made</u>, you have to use quotation marks; otherwise it is plagiarism and the degree can be taken away from you at some future point and other legal actions can be taken. <u>Paraphrases must also be documented</u>. Even if you rephrase the original idea the idea still is the other person's and failure to give credit constitutes misrepresentation of your actual work and plagiarism of another person's ideas. I mention this to clients in case a mistake is made. Germany's defense minister Karl-Theodor zu Guttenberg was forced to resign recently and his career ruined after admitting plagiarizing (cutting and pasting) large chunks of his doctoral thesis.
10. How do I cite an author/a study for a second time?	For the APA style, you write the author's last name and the year of publication the first time you cite him/her. Then just write the last name when you cite the author for the second time in the same paragraph. Repeat this for every paragraph unless the repeated references are placed very close to one another. In that case, providing the year of publication in consecutive citations is optional.
11. How do I cite and reference Thai texts?	For in-text citations, use the Thai author's name and last name (for English readers, use your English transcription followed by the Thai in brackets). For references, begin the list with Thai references followed by English references. Conform to the required citation style.

12. What tenses do I use in different parts of the research paper?	Use tenses according to the meaning you want to convey; use the past when you tell the reader what happened, and use the present when what you are discussing is a fact or is considered to still be true.
13. How do I use acronyms for names?	Write out the full name followed by the acronyms in parentheses. Then use the acronyms onward.
14. Does my writing have to be 100% grammatically correct?	Not while you are generating ideas. Not when you are still trying to find what you want to say. Yes before you submit your manuscript. At this stage, you can hire a professional editor to do the job for you.
15. Why does my writing sound choppy?	1. Sentences too short or too many short sentences right next to one another. 2. Lack of metalanguage (linking/ transition words, phrases, sentences, paragraphs).
16. What are the common No's for academic writing?/Why does my writing sound informal?	1. Contractions 2. Idioms (up in the air --> unknown) and phrasal verbs (look into --> investigate) 3. Spoken/colloquial language 4. Beginning a sentence with coordinating conjunctions 5. Extreme or absolute words (e.g. all, everybody, never, nobody, must, no) 6. Run-on words/expressions (etc., and so on) 7. Direct questions 8. Adverbs inside verb phrases (This will *then* answer…) 9. Wordiness 10. Incomplete sentences (fragments)

17. How do I use "respectively"?	Use the word "respectively" in a sentence when items at the end of the sentence refer to items earlier in the sentence. If there is no such correspondence, that is if you are just making a list, then don't use the word "respectively." See the following example: Public spending on welfare services is pro-poor. Thirty-two point six five percent and 34.43 percent of the benefit from welfare services accrues to the *poorest* and poor group, respectively, compared with 3.42 percent to the highest income class. In this example, "poorest" refers to 32.65 percent (notice that the percentage is written out at the beginning of a sentence) and the "poor group" refers to the figure 34.43 percent. Here is another example: Across the fifty countries, the average was 2.60 and 2.62 for coins and notes, respectively. In this example, 2.60 refers to coins and 2.62 refers to notes.
18. How do I use "including"?	Don't say "including" unless your list is not complete. e.g. I like three kinds of ice cream: vanilla, chocolate, and strawberry. Not: I like three kinds of ice cream, including vanilla, chocolate, and strawberry.

19. How do I use "according to"?	Sometimes you don't want to say "from" when you are referencing something or someone's idea. Not: From the literature review, there are numerous kinds of disease today. Say: According to the literature review, there are numerous kinds of disease today. Or: It can be seen from the review of the literature that there are numerous kinds of disease today.
20. How can I learn more? Any good books?	**Book recommendations on writing** Generally speaking you don't learn to write from reading writing books. You learn to write by reading in general and then practicing expressing your feelings and thoughts in your own writing using the vocabulary and style you learned from your reading. So you do learn to write by reading, but not by following recipes. With that said, however, the ideas that you hold about writing will influence the way in which you approach the act of writing, just as the ideas that you have about yourself and life influence or create your experiences. And there are many good books on writing that will provide you with a reservoir of good ideas about writing. Two of these that are especially good I feel, and that will help you to achieve greater clarity are: Joseph Williams "Style: Lessons in Clarity and Grace" and William Zinsser's "On Writing Well." I learned a lot from both of them.

Common writing errors

	Error	Solution & Explanation
1	So, ……	So …… No comma after "so" except when imitating speech. Beginning the sentence with "so" is not recommended for academic writing.
2	…… and etc.	…… etc. This means "and and others," so no "and" is necessary before "etc.." In academic writing, the use of "etc." is not recommended.
3	just only ……	Just ….. OR only…… They both mean the same, so use only one. "Just" is not recommended in academic writing.
4	Although ……, but …..	Although ……, …… "Although" already means "but," so do not write "but" in this construction.
5	From the research found that ……	According to the research, …… OR The researcher found that ……
6	From this website said that ……	According to this website, …… OR As stated on this website, …… OR The website says ……
7	According to the author said that ……	According to the author, …… OR The author said/says that ……
8	In cocoa contains flavonoid.	In cocoa there is flavonoid. OR Cocoa contains flavonoid.
9	There are three people such as Dang, Noi, and Lin.	There are three people: Dang, Noi, and Lin.

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Useful phrases

Introduction
(Some of these examples are from *Resources*, n.d.)

Recently, there has been growing interest in X.
X has been extensively studied in the last decade.
Recent concerns about X have generated a considerable body of research.
Over the past three decades, X has been studied using various methods.
Considerable excitement has been generated by the discovery that ….

Several studies have investigated ….
Researchers have identified ….
A recent survey has shown that X ….

Few attempts have been made to ….
However, these studies have not addressed the issue of ….
However, X has received little attention.

The aim of this thesis is to ….
This dissertation seeks to address the following questions:
The purpose of this thesis is to …

This thesis is divided into four main sections.
Chapter 2 reviews existing literature in the field. Chapter 3 describes the research
design.

Literature Review
*Most examples from *Resources*, n.d.

- This chapter reviews the literature …
- X has been extensively studied in the last decade.
- Over the past three decades, X has been studied using various methods.
- Researchers have identified …
- A recent survey has shown that X …
- (Author) states/says/reports/found/etc. …
- In their 2006 article entitled …, (author and author) discuss …

- As (author) argues, …
- According to (author), …
- Several studies have investigated X.
- (Author) and (author) conducted research on X and found that …
- Research on X over the past decade has shown that Y (references).
- While (author)'s research shows X, the results found in the study by (author) indicate …
- Even though much research has been carried out to investigate X1 (e.g. author; author; author; author), few studies on X2 have been documented.
- More research/investigation on X is vital for the development of the field of Y.
- The present study is an attempt to replicate the research by (author) and apply it to the X context.
- The above discussion raises some interesting questions on …
- It is important to note that …
- This chapter discusses … In the next chapter, …

Methodology

- The participants of the present research are …
- The participants were selected by X.
- The ages of the participants ranged from X to Y.
- Random sampling was used to maximize the generalizability of the research results.
- Seventy-five workers (50%) were in the control group, while the other half of the participants was in the experimental group.
- The class was observed and video-recorded. Separate notes were also taken by the researcher and the research assistant.
- Five students with the highest test scores and five with the lowest test scores during the previous two school years were interviewed. The interviews were tape-recorded.
- All participants were informed that the sessions would be video-recorded, and that they were free to choose not to participate in the study at any time.
- Two thousand questionnaires were handed out at the theater, along with pre-addressed and stamped envelopes.
- Participants were asked five similar questions, and were given a blank piece of paper for additional comments.
- Measurement took place every 30 minutes after the spores were dispersed in the tank.
- The answers to the survey were typed into the computer, using the SPSS 14.0 (Statistical Package for the Social Sciences) program.
- The interviews were transcribed and categorized into seven major themes.
- Descriptive and inferential statistics will be reported in the next chapter.

Discussion

- The present study investigates …
- The aim of this dissertation was to …
- This study set out to assess the impact of …
- This study has shown that …
- The main finding of this thesis is that …
- This study demonstrates that ….
- The data are broadly consistent with the major trends in the literature as to …
- These results concur with other studies that show …
- Our observations that … are not new.
- In contrast to some reports in the literature, there were few differences between …
- This is the first study, to our knowledge, to examine …
- These results describe for the first time …
- Only one other study, to our knowledge, has examined …
- Unexpectedly, X and Y were shown to be …
- This finding was unexpected and suggests …
- The most likely explanation of the negative finding is
- The study has a number of possible limitations.
- The significance of this finding is unclear.
- The main limitation of this study is that …
- The above analysis does not enable us to determine …
- Although this study was conducted in one region, the results should be generalizable to other areas.
- The findings suggest that this approach would also be beneficial in other sectors.
- This study reinforces the recommendation for …
- These findings can contribute considerably to the development and evaluation of detection techniques …
- The results are of direct practical relevance.
- An implication of these findings is that …
- Future larger studies with statistical analyses … would be of interest.
- Several questions remain to be resolved; in particular ….
- More research in this area is necessary before …
- Further studies are required to establish …