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## Academic Writing for Journal Articles, Theses, and Dissertations: Part 1 Publishing and Clarity of Ideas in English

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### Getting published

#### **General advice on publishing: “dos and don’ts”**

There are basically two things that you need to do to get published:

1. Write a paper about something that is **original**.
2. Write it **clearly**.

Only you know what is original since it is your field. This means that the “angle” of the presentation of the ideas is original, for example, an aspect of a topic that has not been done before. This can be a summary or literature review that pulls the ideas of a field or an aspect of a field together that has not been done before. Publishers want variety in their publications, so write then an inquiry letter and see if they are interested in your idea.

Regarding clarity, there are several approaches you can take as a writer of English as a second language.

- 1) You can struggle with English and send your paper off. **There is a good chance that you will fail.**
- 2) You can have it translated into English by a translator that you trust and then send your paper off. If it is original, and clear, **there is a good chance of success.**
- 3) Do the best job you can (make it as clear as possible), hire a good editor, and then send your paper off. **There is again a good chance of success.**

One more piece of advice: make your paper fit the journal. Read the journal and copy the style to the best of your ability without sacrificing the originality of your topic or your style.

#### **Specific advice on creating documents that possess “clarity”**

We are going to talk about the most important aspect of writing now: *clarity*. What is it, and how do you achieve it?



## Clarity on the sentence level<sup>1</sup>

We are going to include a discussion of 3 main points this morning regarding clarity:

1. Align subjects and characters, verbs and actions for strong writing.
2. Avoid nominalizations (what's that?!); they can weaken your prose.
3. Use academic or institutional passive when appropriate.



Academic writing is typically thought of as being complex, as the ideas that it expresses are often complex or complicated. But because the ideas in an article or essay are complex it does not mean that they can't be clear.

### 3 points about complex writing, two negative and one positive

- Complex writing can **gratuitously complicate complex ideas**.
- Complex writing can **gratuitously complicate simple ideas**.
- Complex writing can **precisely express complex ideas** (this is what you want!).

Here is an example of the first kind of complexity.

Similarities may develop in the social organization of societies at similar levels of economic development because there are “imperatives” built into the socio-technical system they adopt which drive them to similar responses to common problems. This model, therefore, places great emphasis on the level of economic development of nations to account for movement towards common forms of social organization. Alternatively, convergence may result from simple borrowing, so that a model of the diffusion of innovation becomes appropriate. Where such borrowing occurs, levels of development may be less relevant than integration in networks of influence through which ideas and social forms are diffused. Economic development may, of course, set limits on the capacity of a nation to institute systems available to be copied, and the propensities to copy may enable nations to install convergent patterns more rapidly than one would have predicted from knowledge of their level of economic development.

This means,

Societies at similar levels of economic development may converge because “imperatives” in their sociotechnical system cause them to respond to similar problems in similar ways. To explain this, the model emphasizes economic development. But societies may also converge because they borrow, so a model would have to explain how ideas and social forms diffuse through networks of influence. Of course, a society at a low level of development may

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<sup>1</sup> The following material relies heavily on the work of University of Chicago Professor Joseph Williams. Persons interested in exploring these ideas further are recommended to read his book, Style, published by The University of Chicago Press, 1990.

**Comment [Editor1]:** Is this the best way to say this?

**Comment [Editor2]:** Note: I printed out nearly all of the talk today because the detailed nature of the points being made require looking carefully at example texts. Please bear with me, and read along. 😊

be unable to copy features of some systems. But a society with a strong propensity to copy may do so more rapidly than predicted.

Here is an example of the second kind of complexity,

The absence from this dictionary of a handful of old, well-known vulgate terms for sexual and excretory organs and functions is not due to a lack of citations for these words from current literature. On the contrary, the profusion of such citations in recent years would suggest that the terms in question are so well known as to require no explanation. The decision to eliminate them as part of the extensive culling process that is the inevitable task of the lexicographer was made on the practical grounds that there is still objection in many quarters to the appearance of these terms in print and that to risk keeping this dictionary out of the hands of some students by introducing several terms that require little if any elucidation would be unwise.

—From the forward, *Webster's New World Dictionary of the American Language*

This means,

We excluded vulgar words for sex and excretion not because we could not find them. We excluded them because many people object to seeing them. Had we included them, some teachers and school boards would have refused to let this dictionary be used by their students, who in any event already know what those words mean.

When you are trying to get published or when you writing your dissertation, for example, aim for no. 3: make your complex ideas as clear as possible. But....how do we do that? What do you mean by clarity? By studying grammar? Certainly not. Grammar and clarity are not the same thing? You can be grammatical and completely unclear. "Three figs ran up the wall in red."

Dr. Williams makes a discovery! We can make our writing clear by looking at, and understanding, the structure of writing.

How would you describe the following?

1. **Decisions** in regard to the **administration** of **medication** despite the **inability** of irrational patients voluntarily appearing in Trauma Centers to provide legal **consent** rest with a physician alone.

What happens when we **change the nouns** (decisions, administration, medication, inability, consent) **to verbs**, and **make the actors the subjects of those verbs**?

When a patient voluntarily appears at a trauma center but behaves so irrationally that he cannot legally consent to treatment, only a physician can decide whether to administer medication.

Easier to understand?! What about the following? What seems to be the problem? Are parts of the sentence kept apart that should have been kept together? Let's see.

2. China, so that it could expand and widen its influence and importance among the Eastern European nations, in 1955 began in a quietly orchestrated way a diplomatic offensive directed against the Soviet Union.

Easy to understand, or as easy as it could be?

What about this?

In 1955, China began to orchestrate a quiet diplomatic offensive against the Soviet Union to expand its influence in Eastern Europe.

Sounds clearer, no? What's the difference? The sentences above are unclear for different reasons.

Number 1? It's unclear because it's **abstract and turgid**.

Number 2? It seems disjointed or does not flow.

But what do you mean by "turgid?" That doesn't help me understand why it is not clear. What we need, Williams realized, is **a language to talk about lack of clarity that goes beyond words like "turgid" or "disjointed"—one that will help us revise our own writing**. We can find this language in **storytelling**.

We begin telling stories when we are children and it never stops. There are two essential components of a story: *characters* and their *actions*. Jack climbed the beanstalk. Rapunzel let down her golden hair.

Let's look at 2 more sentences.

3a. The current estimate is of a 50% reduction in the introduction of new chemical products in the event that compliance with the Preliminary Manufacturing Notice becomes a requirement under proposed Federal legislation.

Do there seem to be any characters in the above sentence like the characters in a story? No, but **this does not mean they are not there!**

3b. If **Congress** requires that **the chemical industry** **comply** with the Preliminary Manufacturing Notice, we estimate that **the industry** will introduce 50% fewer new products.

What about concepts? Can they be characters? Compare the next two sentences.

Because the intellectual foundations of evolution are the same as so many other scientific theories, the falsification of their foundations would be necessary for the replacement of evolutionary theory with creationism.

Do you understand this sentence? It's grammatical!

What if we **make theories (concepts) play the role of competing characters?!**

In contrast to **creationism**, **the theory of evolution** shares its intellectual foundations with **many other theories**. As a result, **creationism** will displace **evolutionary theory** only when it can first prove that the foundations of **all those other theories** are false.

**Comment [Editor3]:** Why is this "comply" and not "complies"?

The **subjunctive** is used after the following verbs:  
to advise (that)  
to ask (that)  
to command (that)  
to demand (that)  
to desire (that)  
to insist (that)  
to propose (that)  
to recommend (that)  
to request (that)  
to suggest (that)  
to urge (that)  
Examples:

Dr. Smith **asked that** Mark **submit** his research paper before the end of the month.

Donna **requested** Frank **come** to the party.

The teacher **insists that** her students **be** on time.

As you can see, looking at writing as story telling where **the concepts are the actors performing actions** can have a tremendous influence on how clear the writing seems to the reader.

What about this sentence? What is the story? What are the characters and their actions?

Though the **Governor knew** that the cities needed new revenues to improve schools, **he vetoed** the budget bill because **he wanted** to encourage cities to increase local taxes.

Pretty clear. Why? Because there are several actions expressed here, and they are all expressed in verbs, giving the sentence force (and clarity).

Let's be devils and rewrite the above sentence, changing the verbs to nouns.

Despite his **knowledge of the need** by cities for new revenues for the **improvement** of their schools, the Governor **executed a veto** of the budget bill **to give encouragement** to the cities for an **increase** of local taxes.

Now we see the first principles of clear writing.

- 1) **The subjects of sentences name the cast of characters.**
- 2) **The verbs that go with those subjects name the crucial actions of those characters.**

**Guideline for writing: subjects and verbs = characters and actions.**



### **Characters**

Let's look at another sentence.

Our lack of knowledge about local conditions precluded determination of committee action effectiveness in fund allocation to those areas in greatest need of assistance.

What are the characters here? We? Committee?

Let's rewrite it.

Because **we** knew nothing about local conditions, **we** could not determine how effectively the committee had allocated funds to areas that most needed assistance.

Because **we** knew nothing....**we** could not determine....**the committee** had allocated .....

Although "areas" is still the object of a preposition (to *areas*), it is also the subject of *needed*: ....areas that most needed assistance.



## Actions

How are the actions named in the above sentences? In the first, they are not verbs but abstract nouns: lack, knowledge, determination, action, allocation, need, assistance.

In the second sentence **actions are named in verbs**: *we knew nothing, we could not determine, the committee allocated, areas needed.*

This gives us some advice about revising: when your writing is **turgid** or abstract or too complex, do two things.

**First**, locate the cast of characters and the actions that those characters perform (or are the objects of). If those characters are not subjects and their actions are not verbs, revise so that they are. Suggestion: run a line under the sentence. If 1) you have to go 6 or 7 words into the sentence to get past the subject to the verb and 2) the subject of the sentence is not one of your characters, think about revising.

**Characters and actions should align.** This is important. Here are a couple more examples.

The argument that failure to provide for preservation of the royalty rate upon expiration of the patent discouraged challenges to the contract does not apply here.

Who is arguing, failing, challenging? Let's invent characters as if we knew who they were and make them the subject and their actions verbs—as though we were telling a story.

**Harris** *argues* that when **Smith** *gave* him no way to *preserve* the royalty rate when **the patent** *expired*, **Smith** *discouraged* him from challenging their contract. But **that argument** *does not apply* here.

Better? You bet!

Remember advice from your English teacher, be specific and concrete, and you were not sure what he or she meant? Look at these examples.

There has been an affirmative **decision** for program **termination**.

Now let's **use subjects to name characters and verbs to name their actions**.

*The Director* **decided** to **terminate** the program.

When we do this, it automatically becomes more specific and concrete. What about the advice not to use too many prepositions?

An evaluation of the program **by** us will allow greater efficiency **in** service to clients.

Instead: We will evaluate the program so that we can serve clients better.

More advice from your English teacher: put your ideas in logical order!

**Comment [Editor4]:** Definition:  
1. Excessively ornate or complex in style or language; grandiloquent: turgid prose.

**Comment [Editor5]:** What is the subject here? What is the verb?

The **closure** of the branch and the **transfer** of its business and non-unionized employees **constituted** an unfair labor practice because the purpose of **obtaining** an economic benefit by means of **discouraging** unionization motivated the **closure** and **transfer**.

**Comment [Editor6]:** Take a moment and see if you can understand what the author is saying here. Read it two or three times.

Now let's **name subjects as characters and verbs as actions**.

The partners **committed** an unfair labor practice when they **closed** the branch and **transferred** its business and non-unionized employees in order to **discourage** unionization and thereby **obtain** an economic benefit.

**Comment [Editor7]:** This is clear. Perhaps only after reading this sentence can you understand what the author meant in the sentence above. This is the power of naming subjects as characters and verbs as actions. Simple!

**Summary: When you align subjects and characters, verbs and actions, you turn abstract, impersonal, apparently expository prose into a form that feels much more like a narrative, into something closer to a story.**



What we have said above does NOT mean that all sentences have to be simple to be clear. The important thing is not how many words we use, but **how easy it is for the reader to get from the beginning of the sentence to the end—and understand everything in between!**

Let's look at an American undergraduate, writing for a professor and trying to make his writing sound sophisticated.

After Czar Alexander II's emancipation of the Russian serfs in 1861, many now-free peasants chose to live on a commune for purposes of cooperation in agricultural production as well as for social stability. Despite some communes' attempts at economic and social equalization through the strategy of imposing a low economic status on the peasants, which resulted in their reduction to near-poverty, a centuries-long history of important social distinctions even among serfs prevented social equalization.

What do you think? Sound abstract? The student was told to re-write his paragraph, aligning subjects and characters, and verbs and actions. He wrote this:

In 1861, Czar Alexander II emancipated the Russian serfs. Many of them chose to live on agricultural communes. There they thought they could cooperate with one another in agricultural production. They could also create a stable social structure. The leaders of some of these communes tried to equalize the peasants economically and socially. As one strategy, they tried to impose on all a low economic status that reduced them to near-poverty. However, the communes failed to equalize them socially because even serfs had made important social distinctions among themselves for centuries.

Now how does it sound? Later in our talk, we will look at ways of creating longer, more complex sentences that are still readable. For now, let's look at what the student wrote when following the principles we talked about earlier.

**Comment [Editor8]:** It has an oversimplified, choppy sound to it, as though the student were told to create as many short sentences as possible. But, short sentences do not necessarily mean clarity.

After the Russian serfs were emancipated by Czar Alexander II in 1861, many chose to live on agricultural communes, hoping they could cooperate in working the land and establish a stable social structure. At first, those that led

some of the communes tried to equalize the new peasants socially and economically by imposing on them all low economic status, a strategy that reduced them to near-poverty. But the communes failed to equalize them socially because for centuries the serfs had observed among themselves important social distinctions.

We can create a graph then that show that there are essentially two levels to a sentence, a fixed level of the subject and verb, and the more flexible level where the characters and actions can be changed and has no fixed order.

FIXED	SUBJECT	VERB	COMPLEMENT
VARIABLE	CHARACTERS	ACTION	-----

We can conclude from what we have said thus far then the following: **we judge a sentence clear, generally speaking, if both of those levels are aligned; that is, if the writer expresses crucial actions in verbs and central characters (real or abstract) in subjects.**



### Subjects and Characters

Let's talk a little bit more about subjects and characters: first characters. There are many kinds of characters. The most important are **agents**, the direct source of an action or condition.

They can be collective:

**Faculties** of national eminence do not always teach well.

They can be secondary or remote:

**Mayor Daley** built Chicago into a giant among cities.

Figurative agents that stand for real agents:

**The White House** announced today the President's schedule.

**The business sector** is cooperating.

**Many instances of malignant tumors** fail to seek attention.

In some cases, we name subjects that are really the **means** by which some unstated agent performs an action, making the **instrument** seem like the agent of that action, as in the following:



**Studies** of coal production reveal these figures.

**These new data** establish the need for more detailed analysis.

**This evidence** proves my theory.

That is,

When **we study** coal production, **we find** these figures.

**I have established** through these new data that **we must analyze** the problem in more detail.

With this evidence **I prove** my theory.

In these sentences, the instruments act so much like agents that there is little point in revising them.

Some characters do not appear in a sentence at all, so that when we revise we have to supply them.

In the last sentence of the Gettysburg Address there is a rallying cry for the continuation of the struggle.

In the last sentence of the Gettysburg Address, **he rallied his audience to continue the struggle against the South.**

In other sentences, the writer may imply a character in an adjective.

Determination of policy occurs at the **presidential** level.

**The President** determines policy.

Medieval **theological** debates often addressed what to **modern** thought seems to be metaphysical triviality.

Medieval **theologians** often debated issues that **we** might think were metaphysically trivial.

In some sentences, the characters and actions are so far removed from the surface of the sentence, we have to rewrite the sentence completely.

There seems to be no obvious reason that would account for the apparent unavailability of evidence relevant to the failure of this problem to yield to standard solutions.

I do not know why **my staff** cannot find evidence to explain why **we** haven't been able to solve this problem in the ways we have before.

Most often in academic writing characters modify an abstract noun or are objects of prepositions such as by, of, on the part of.

**The Federalists'** belief that the instability of **government** was a consequence of **popular democracy** was based on **their** belief in the tendency *on the part of factions* to further their self-interest at the expense of the common good.

**Comment [Editor9]:** Here the sentence above was not "incorrect" but it appears much weaker when compared with the second sentence where a subject/verb combination replaces "there is a rallying cry."

**Comment [Editor10]:** Subject implied from "presidential level."

**Comment [Editor11]:** Subject implied from "theological debates."

**Comment [Editor12]:** Read this two or three times before reading the next sentence.

**Comment [Editor13]:** Now read the sentence above again.

**Comment [Editor14]:** A completely grammatical sentence! How many times do you have to read it to get the point?

**The Federalists** believed that **popular democracy** destabilized **government** because **they** believed that **factions** tended to further their self-interest at the expense of the common good.

Often in academic writing we have to supply **indefinite subjects** because the sentence expresses a general statement.

Such multivariate strategies may be of more use in understanding the genetic factors which contribute to vulnerability to psychiatric disorders than strategies based on the assumption that the presence or absence of psychopathology is dependent on a major gene or than strategies in which a single biological variable is studied.

If **we/one/researchers** are to understand the genetic factors that make some patients vulnerable to psychiatric disorders, **we/one/researchers** should use multivariate strategies rather than strategies in which **we/one/researchers** study only a single biological variable.

**Comment [Editor15]:** Also grammatical, but it has what the other sentence does not: clarity. How many times do you have to read this sentence to get the point?

**Comment [Editor16]:** Read this to yourself. Take a moment.

**Comment [Editor17]:** Now read it with the creation of indefinite subject.

## Writing is strengthened with the creation of clear subjects/characters and the verbs/actions that go with them, as you can see from the example above.

Is lack of a good indefinite pronoun a weakness in English? **We** can sound pretentious and can refer to too many people. Hence, the passive voice, as we shall see later. Here is a preview.

If the generic factors that make some patients vulnerable to psychiatric disorders **are to be understood**, multivariate strategies **should be used** rather than strategies in which **it is assumed** that a major gene causes psychopathology or strategies in which only a single biological variable **is studied**.



### Verbs and Actions

Action as we mean it here includes not only physical movement but also mental processes, feelings, and literal and figurative relationships. Look at the next four sentences. What happens to the meaning as you read them?

There **has been** effective staff information dissemination control on the part of the Secretary.

The Secretary has exercised **effective staff information dissemination control**.

The Secretary has effectively controlled **staff information dissemination**.

The Secretary has effectively controlled **how his staff disseminates information**.

**Comment [Editor18]:** ? Who did what? There does not seem to be anything to “sink your teeth into” here.

**Comment [Editor19]:** ? Better subject/verb.

**Comment [Editor20]:** ? Controlled what?

**Comment [Editor21]:** OK. I get it now.

What are the crucial actions above? **Be? Exercise?** No, they are **control** and **disseminate**.

Many academic writers use a verb, **not to express action** but to **state that an action exists**.

A *need* **exists** for greater candidate selection **efficiency**. = We must select candidates more efficiently.

There is the *possibility* of prior *approval* of it. = He *may* **approve** of it ahead of time (or, it may be approved ahead of time, if you use the passive voice).

We **conducted** an *investigation* of it. = We **investigated** it.

The *review* **was done** of the regulations. = They **reviewed** the regulations.

**When you take a verb (or an adjective) and make a noun out of it, it is called a nominalization**—even the word nominalization comes from a verb: *nominalize*.

Here are some examples:

Verb	→	Nominalization	Adjective	→	Nominalization
discover		discovery	careless		carelessness
move		movement	difficult		difficulty
resist		resistance	different		difference
react		reaction	elegant		elegance
fail		failure	applicable		applicability
refuse		refusal	intense		intensity

Sometimes the nominalization and the verb are the same:

hope → hope

answer → answer

return → return

Our **request** is that on your **return**, you conduct a **review** of the data and provide an immediate **report**.

We **request** that when you **return**, you **review** the data and **report** immediately.

**Comment [Editor22]:** Overuse of nouns and noun phrases!

**Comment [Editor23]:** How much clearer with the changes of the nouns to verbs! Not “conduct a review” but just “review”!

So, when do you replace a nominalization with a verb? You can do it when, for example:

1. the nominalization follows a verb with little specific meaning,

The police *conducted* **an investigation** into the matter.

The police **investigated** the matter.

The committee *has no* **expectation** that it will meet the deadline.

The committee does not **expect** to meet the deadline.

2. or when the nominalization follows *there is* or *there are*.

*There is* a **need** for further **study** of this program.

The *engineering staff* **must study** this program further.

*There was* considerable **erosion** of the land from the floods.

The *floods* considerably **eroded** the land.

3. When the nominalization is the subject of an empty verb.

The **intention** of the IRS is to audit the records of the program.

The **IRS intends** to audit the records of the program.

*Our* **discussion** concerned a tax cut.

*We* **discussed** a tax cut.

4. When you have 2 or more nominalizations in a row, make the first one (at least) a verb.

There was first a **review** of the **evolution** of the dorsal fin.

First, she **reviewed** the **evolution** of the dorsal fin.

First, she **reviewed** *how* the dorsal fin **evolved**.

5. When a nominalization in the subject is linked (logically) to a nominalization in the predicate.

Subject: Their **cessation** of hostilities

Logical connection: was because of

Object: their personnel **losses**.

When you want to make this clearer

- a. change the abstraction to a verb
- b. find a new subject
- c. link the new clause with a word that expresses the logical relationship

**Comment [Editor24]:** Here the use of "conducted" does not add much, if anything, to "investigation." So we change investigation to a verb.

To express simple causes: *because, since, when*  
To express conditional cause: *if, provided that, so long as*  
To contradict expected cause: *though, although, unless*

So in this case we have

Their cessation of hostilities	—————>	They <b>ceased</b> hostilities
was because of		because
their personnel loss		they lost personnel.

Here are some more examples.

The **discovery** of a method for the **manufacture** of artificial skin *will have the result* of an **increase** in the **survival** of patients with radical burns.

- Researchers **discover** how to **manufacture** artificial skin
- More patients **will survive** radical burns

*If* researchers **can discover** how to **manufacture** artificial skin, more patients **will survive** radical burns.

**Once again you can see how the sentence is strengthened with the creation of a strong subject/character and verb/action relationship.**

One more example.

The presence of extensive rust **damage** to exterior surfaces *prevented* immediate repairs to the hull.

- Rust had extensively **damaged** the exterior surfaces
- We could not **repair** the hull immediately

*Because* rust had extensively **damaged** the exterior surfaces we could not **repair** the hull immediately.

Sometimes nominalizations can be useful, however, when...

1. The nominalization is referring to a previous sentence  
**These arguments** all depend on a single unproven claim.

**This decision** can lead to costly consequences.

2. The nominalization names what would be the object of its verb.

I do not understand either **her meaning** or **his intention**.



A new approach to toxic waste management detailed in a chemical industry plan **will be submitted**. A method of decomposing toxic by-products of refinery processes **has been discovered** by Genco Chemical.

Comment [Editor26]: By whom?

The chemical industry **will submit** a plan that details a new way to manage toxic waste. Genco Chemical **has discovered** a way to decompose toxic by-products of refinery processes.

Active sentences allow us to avoid a few extra words and to name the specific agent of an action. Let's look at two examples, with the passive phrases in bold.

It **was found** that data concerning energy resources allocated to the states **were not obtained**. This action **is needed** so that a determination of redirection **is permitted** on a timely basis when weather conditions change. A system **must be established** so that data on weather conditions and fuel consumption **may be gathered** on a regular basis.

Comment [Editor27]: Why is this plural? Can anybody answer? ☺

We **found** that the Department of Energy **did not obtain** data about energy resources that Federal offices **were allocating** to the states. The Department **needs** these data so that it **can determine** how to **redirect** these resources when conditions **change**. The Secretary of the Department **must establish** a system so that his office **can gather** data on weather conditions and fuel consumption on a regular basis.

The second passage is a little longer, but more specific and more straightforward. We know who is supposed to be doing what. When we combine passive with nominalizations, we create prose we call legalese, sociologicaese, educationese, and bureaucratese.

Patient movement to less restrictive methods of care may be followed by increased probability of recovery.

Comment [Editor28]: ? Say that again!

If we treat patients less restrictively, they may recover more quickly.

Is the passive never useful? Never the better choice? How do we choose between the active and the passive?

Three questions can help us answer the questions above:

1. Must our audience know who is performing the action?
2. Are we maintaining a logically consistent string of subjects?
3. If the string of subjects is consistent, is it the right string of subjects?

In the following sentence, we don't care who is responsible for the action.

Those who **are found** guilty of murder **can be executed**.

Valuable records **should always be kept** in a fireproof safe.

What about this next sentence and the issue of responsibility?

Because the final safety inspection **was** neither **performed** nor **monitored**, the brake plate assembly mechanism **was left** incorrectly aligned, a fact that **was**

**known** several months before it **was decided to** publicly reveal that information.

Now, concerning number 2 above, maintaining a logically consistent string of subjects, let's look at the subjects in the paragraphs we looked at previously.

It **was found** that data concerning energy resources allocated to the states **were not obtained**. This action **is needed** so that a determination of redirection **is permitted** on a timely basis when weather conditions change. A system **must be established** so that data on weather conditions and fuel consumption **may be gathered** on a regular basis.

We **found** that the Department of Energy **did not obtain** data about energy resources that Federal offices **were allocating** to the states. The Department **needs** these data so that it **can determine** how to **redirect** these resources when conditions **change**. The Secretary of the Department **must establish** a system so that his office **can gather** data on weather conditions and fuel consumption on a regular basis.

In the first paragraph, the subjects of the passive sentences seem to be chosen almost at random: it ....information....This action.....a determination.....A system....information

In the second paragraph, the reader gets a **consistent point of view from the string of subjects: the agents of the action**: We.....Department of Energy.....Federal offices.....the Department....it.....the Secretary.....his office

Now each agent-subject anchors the reader in something familiar **at the beginning of the sentence**—the cast of characters—before the reader moves on to something new.

We can therefore offer the following rule: **use the beginning of a sentence to orient your reader**.

Let's look at two paragraphs about the end of WWII. The first one is from the point of view of Germany and Japan, and is written in the passive.

By March of 1945, **the Axis nations** had been essentially defeated; all that remained was a final, but bloody, climax. The **borders of Germany** had been breached, and **both Germany and Japan** were being bombed around the clock. **Neither country**, though, had been so devastated that it could not resist.

The next one is from the point of view of the Allied nations, and is constructed using the active voice.

By March of 1945, the Allies had essentially defeated the Axis nations; all that remained was a final, but bloody, climax. American, French and British forces had breached the borders of Germany and were bombing both Germany and Japan around the clock. But they had not so thoroughly devastated either country as to destroy its ability to resist.

As you can see from these paragraphs, **there is nothing wrong with using the passive** if the reader is able, through the sequence of consistent subjects, to follow what you are saying.



In a future workshop, we can discuss the issue of clarity on the paragraph level; that is, how to help your reader follow your ideas as you proceed from paragraph to paragraph in your writing. Not to leave you hanging, however, you accomplish this essentially with “strings” of words or concepts that serve to keep your reader connected to the main topic or topics you are discussing. Interested readers can consult Professor William’s book “Style” for further information.

**Appendix: Clarity when referring to time in your dissertation: What tense should I use? Should I use only the past tense? Is it OK to mix tenses?**

**The answer to the last two questions is no and yes. The answer to the first question is a little more involved. Let’s talk about it for a moment.**

A general guideline for using tense in a dissertation would be this: use the tense according to how you want the reader to *interpret* the event or information. This could include the use of the past tense if you want the reader to think of the event or information as having been completed in the past; the *present perfect tense* if you want the reader to think of the event or information to have begun in the past and to continue through the present; the *past perfect* if you are referring to something in the past in relation to another item in the past; the present tense if you want the reader to think of the event or the information as an ongoing reality or a general truth; and the future tense for references to the future. Here as with all writing, the writer creates the reality for the reader—at least the reality that the writer wants the reader to experience through his or her writing. The writer’s job is to guide the reader in his or her interpretation of the text. Here we are talking about tense and how the writer wants the reader to interpret the time in which something was done. Here are some examples [comments are in brackets, like this].

**Past tense:** Generally speaking, this tense is used in the dissertation when you are talking about the methodology or findings, but look at the exceptions.

In this study, qualitative analysis was employed in order to ascertain the reliability of the data.

Smith’s study revealed [although it would be possible to use the present tense here so that the reader thinks of the information revealed in the study as a present reality—his study reveals—since it still does] that the subjects failed to pass the test [here using the past tense to express an action that was completed in the past].

Halburton studied the effect of chromosome manipulation on hormone growth [here you cannot say “Halburton studies...” since the act of the study took place in the past. However, you might want to say “Halburton studies endocrinology at the University of Alabama” if you want the reader to understand that this work on the part of Halburton continues to exist. You could also say “Halburton has studied...” if you want the reality of the study to come more into the present in the reader’s mind—this is still a reference to the past however.

The findings [in or from *your* study] revealed [present tense also possible, particularly if you want the reader to feel that the revelation of information is not something that is contained only in the past but pertains to present reality] that the data were consistently unreliable.

The findings revealed [or “reveal” if you want the reader to think of the revelation of the findings as a present reality] that Thai people are generally speaking worried about their futures [here present tense is used so that the reader understands that the writer feels that Thai people have been and continue to be worried about their futures].

Galileo asserted that the earth revolved around the sun. [Often in a dissertation you are encouraged to make both verbs in a sentence, for example, in the past tense in order to create a parallel construction, even when the second verb might represent a reality that still exists. Here the past tense is used for both verbs. *However*, you could also say “Galileo asserted that the earth revolves around the sun.” The revolution of the earth as a continuing reality is how you want the reader to interpret it. But what about this?] “Galileo asserts [present tense!] in his book that the earth revolves around the sun [here you are lending a stronger reality to Galileo’s assertion by casting it in the present tense for the reader; the reader knows that the book and the assertion took place in the past. Use of the present tense like this is often referred to as the literary use of the present to refer to the past as in the following] “The man enters the room [the reader knows that he actually entered the room in the past], picks up the gun, and kills the criminal.”

As you can see, the use of tense is more complicated than might first be apparent. Beware following “rules” that say “Use the past tense for findings and methodology.” It is not that simple because ideas and their communication are not that simple. Again, what you say depends upon how you want the reader to think about or interpret what you are saying. Consequently, you can use, as shown above, all past tense in a sentence [or throughout a paragraph] or you can use a combination of past and present tenses if that is how you want the reader to view the information you are conveying.

In the experiment, the response varied [the variation of the response happened in the past]. *However*: “In the experiment, the reader can see that the response varies” [here the writer is using the present tense in order to emphasize the variation of the response for the reader and to encourage the reader to participate in this present-reality interpretation].

Here is an example of using the **present tense** with reference to findings:

The findings that are [or just say “presented” here without “that are”] presented [present passive] in the figure above reveal [present tense—they still reveal and you want the reader to read it in this way] that the data are/were unreliable [here you can use either the present tense—if you want the reader to think of the unreliability of the data as an continuing reality—or the past tense—if you want the reader to think of the data being unreliable as a past reality].

As you can see, the use of the tense form depends upon how you, the writer, want the reader to think of or interpret the information.

**Present perfect tense:** You use this tense, generally speaking, when you want the reader to think of the information as a reality that existed in the past and continues to exist in the present.

The people have played a strong role in the creation of a democratic society [they did in the past and they still do today].

The data have revealed [here you are referring to the data in your paper but you want the reader to have in his or her mind the revelation of the data from

earlier in the paper to the present point in the writing] that Thai people are happiest when they are close to nature [here present tense to express what the writer wants the reader to interpret as a general truth].

**Present tense:** This tense form is often used in the dissertation to express a reality that is valid in the present or to express a general truth.

The literature demonstrates [still, now] that many people in Thailand experience [still, now] a great deal of stress concerning income. Or you could say “The literature has demonstrated” if you want the reader to focus on the literature that you discussed/have discussed/had discussed [three possibilities here] earlier in your essay.

The data in the figure above show that males are more likely than females to commit murder [the data in the figure are a present reality].

The information presented above suggests [passive followed by present tense since you want the reader to view the information as a present reality] that the world’s coastlines will decrease in size drastically over the next decade.

However, Eugene Bardach (1980:30) views [notice the use of the present tense despite the 1980 date; it was stated in 1980 but the author is suggesting that the author still has this view] policy implementation as part of the business of the political process.

Jones (2010) insists that the teacher’s salary and teacher’s performance appraisal system are urgent issues to work on. [If the writer said “insisted” here it might call too much attention to the past tense and lead the reader to feel that the writer wanted him or her to think that Jones no longer feels that way. This isolation of the action or information in the past using the simple past tense could be “softened” by using the present perfect: “Jones has insisted that .... [this would bring Jones’ insisting into the present and give the action or the thought more emphasis or more of a present reality].

This kind of construction is often used in a comparative sense:

While Smith views [even if Smith stated his view in the past] the economy in a growth mode, Evans views it in a decline mode [the use of the present tense lends a sense of current import to both views].

Use of the past tense here, though perfectly acceptable, might suggest to the reader that the authors’ views are contained in the past—there is a different “feel” in the use of either tense form. You could say that more depth is given to the reality of the statement with the use of the present tense since it is suggested to be a reality that is still valid.

**Future tense:** This tense form refers to the future or to something that you hope will come about in the future.

It is hoped [passive construction to keep the reference to the writer out of the dissertation with the use of a personal pronoun] that this study will assist researchers [in the future obviously] in the construction of stronger models regarding the acquisition and distribution of wealth in Thailand.

These data will perhaps encourage local governments to play a more active role in ensuring that we will have trees for our children.

You do not always have to use the future tense however to refer to the future. The present tense is often used for this purpose.

Hospitals can [sometime in the future] use this data in their clinical research into healthcare among infants.

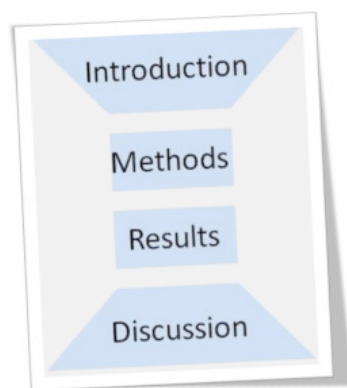
**Notes**

# Academic Writing for Journal Articles, Theses, and Dissertations: Part 2 Citation Essentials & Language and Style in Academic Writing

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All academic papers have a similar format, being different only in slight details based on the context and reader's expectations of the paper.

**The IMRD format** (Adapted from Swales & Feak, 1994)



1. Introduction: Outline, promote, and/or problematize the research field or topic.
2. Literature review: Report what other people have said and found about the topic. Justify your research/study.
3. Methodology: Report your methodology (participants, instruments, analyses) and provide demographical or procedural comments.
4. Results: Report the findings.
5. Discussion: Discuss the findings and connect them to what other


researchers have found.

6. Conclusion: Provide further observations (implications, limitations, further development).

What makes the difference is your content and how you discuss it with the reader. Here is a good definition of academic writing from Wikipedia ([http://en.wikipedia.org/wiki/Academic\\_writing](http://en.wikipedia.org/wiki/Academic_writing)):

“Writing in these forms or styles is usually serious, intended for a critical and informed audience, based on closely-investigated knowledge, and posits ideas or arguments. ... Typically scholarly writing has an objective stance, clearly states the significance of the topic, and is organized with adequate detail so that other scholars could try to reproduce the results. Strong papers are not overly general and correctly utilize formal academic rhetoric.”

## Organizing and synthesizing

 **Exercise 1** 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

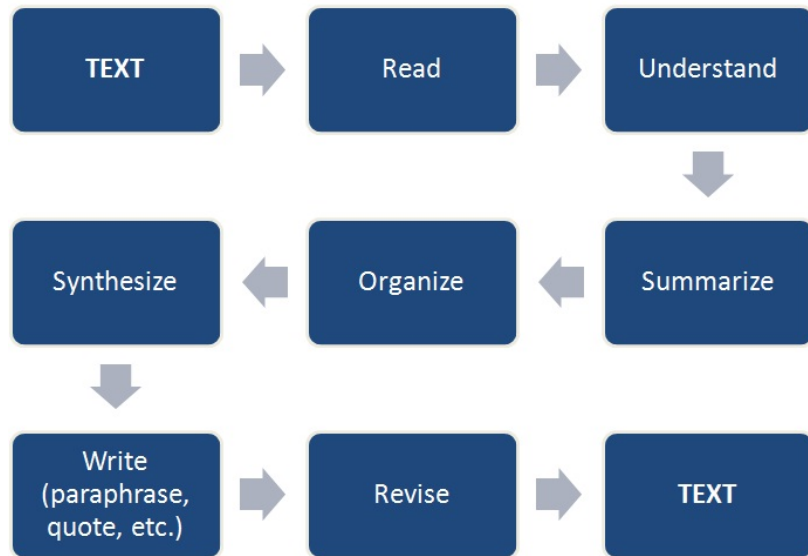
The speaker of the first parallel session was Michael Brown from Iowa State University. He came to the room two minutes late. He had a PowerPoint presentation for his research. He said it took him 4 years to finish the research. He talked about how the research was done and the theories that he used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

### Paragraph 2

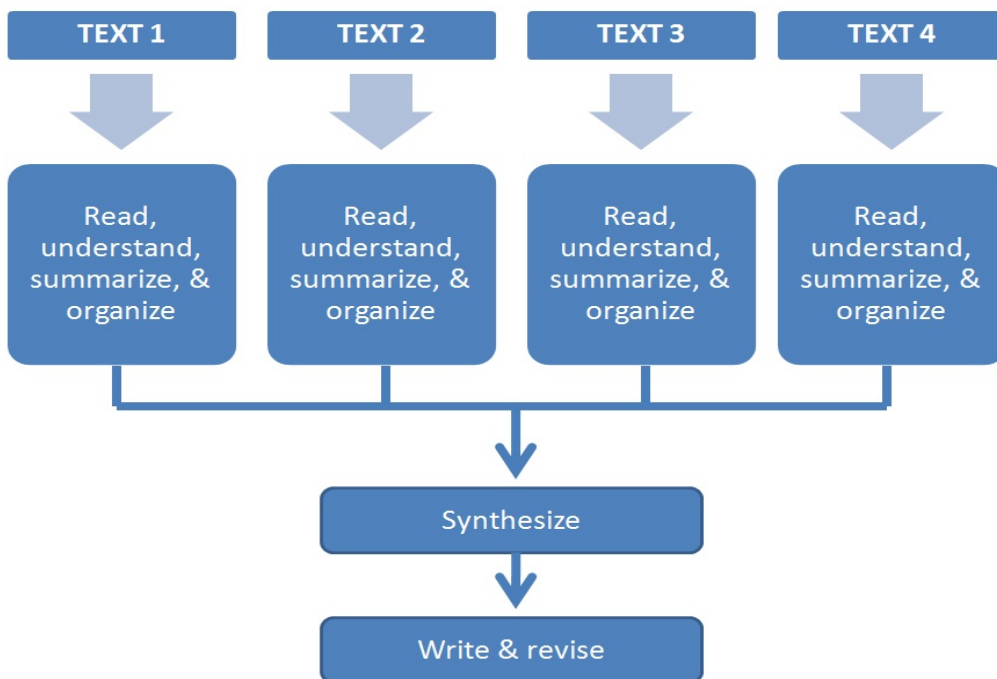
The first parallel session was a report of a research study by Michael Brown from Iowa State University. From 2005 to 2009, he investigated the factors influencing consumers' decision to buy technology products. The research's conceptual framework and data collection procedure, along with detailed findings, were reported at the session, which lasted, unfortunately, only 15 minutes. All in all, the most important factors affecting consumers' purchases were companies' expertise (36.8%) and stores' post-purchase services (20.6%).


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**



**What to do when working with multiple texts in order to write about them**



 **Exercise 2** The paragraphs below describe the three mobile phones using the information in the table. Even though both are okay, Paragraph 2 is a better paragraph. Do you know why?

	<b>Nokia N8</b> 	<b>BlackBerry Bold 9650</b> 	<b>iPhone 4 (32 GB)</b> 
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

The Nokia N8, BlackBerry Bold 9650, and iPhone 4 have a number of similarities and differences. They are all smartphones, but they use different operating systems. 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. The Nokia N8's camera has 12 megapixels with a Carl Zeiss lens, and 2X digital zoom. 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. The video cameras in the N8 and iPhone 4 are high-definition, while the Bold 9650's is not. The iPhone 4 is the only phone among the three with video calling. The N8 and iPhone 4 have a touch screen, but the keyboard of the Bold 9650 is non-touch. Unlike the other two, the N8 comes with a web TV, and it has different color themes for you to choose from. 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

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. First of all, different operating systems can make a difference. The N8 comes with Symbian^3, the Bold 9650 RIM's operating system, and the iPhone 4 iOS. 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. 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. When you try using the phones, also try the cameras to see for yourself what the photo quality is like. Do not only go by a higher number of megapixels or digital zoom. 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. 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.

### Synthesizing ideas for literature review and discussion

1. Making sense of the texts for your reader	<ul style="list-style-type: none"> <li>- What is the text about? What is the main idea?</li> <li>- 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.?</li> </ul>
2. Reorganizing ideas from the texts	<ul style="list-style-type: none"> <li>- How are the ideas arranged and presented in the text?</li> <li>- 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</li> </ul>

	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?

**Citation styles: References/bibliography (end-of-text citations)**

**APA-style examples**

<p>สง่า เจริญผลน. (2553). <i>สมาธิกับการเรียน</i>. กรุงเทพฯ: ไทยวัฒนาพานิช.</p> <p>Coleman, M. P. (2005). Meditation and the modern life: An empirical research. <i>Everyday Psychology</i>, 43, 672-691.</p> <p>Nelson, T. (2007). Meditation and why do it? <i>Everyday Psychology</i>, 46, 420-448.</p> <p>Marone, S. (2008). Meditation for work. In P. Lisborne &amp; C. D. Cane (Eds.), <i>Meditation that works</i> (pp. 192-223). Cambridge: Cambridge University Press.</p> <p>Smith, P. J. (2006). <i>Meditation in everyday life</i>. Massachusetts: Blackwell.</p> <p>Wong, L. &amp; Jones, J. W. (1999). <i>Concentration and life style</i>. Nashville, IL: Stratford Press.</p>	<p>book</p> <p>journal</p> <p>book chapter</p>
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## In-text (parenthetical) citations

### 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

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

## 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)

	<i>APA**</i>	<i>MLA**</i>
<b>In-text citation: one author</b>	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).
<b>In-text citation: two to six authors</b>	Your text or quotation (Steven & McIntyre, 1997, p. 32). Your text or quotation (นฤณ ธนาประเสริฐ และ ยานีมาศ ไบทอง, 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.
<b>In-text citation: same author(s), different years of publication</b>	(Liu, 1993, 2006)	(Liu, <i>Meditation</i> 759); (Liu, "Life" 96)

	APA**	MLA**
<b>In-text-citation: work from another source</b>	(Hines, 1989, as cited in Stroenoff, 1997)	(Hines, qtd. in Stroenoff 87)
<b>Reference: Book</b>	Lastname, A. A., & Lastname, B. B. (year of publication). <i>Title of book</i> . Place of Publication: Publisher.	Lastname, Firstname(s), and Firstname Lastname. <i>Title of Book</i> . Place of Publication: Publisher, year of publication.
<b>Reference: Chapter/article in book</b>	Lastname, A. A. (year of publication). Title of chapter. In A. Lastname, B. Lastname, & C. Lastname (Eds.), <i>Title of book</i> (p./pp. nnn-nnn). Place of Publication: Publisher.	Lastname, Firstname(s). "Title of Book Chapter or Work in Other Collection." <i>Title of Book, Anthology, or Collection</i> . Place of Publication: Publisher, year of publication. page numbers.
<b>Reference: Article</b>	Lastname, A. A., Lastname, B. B., & Lastname. C. C. (year of publication). Title of article. <i>Title of Journal, volume, page-</i> <i>numbers.</i>	Lastname, Firstname(s), and Firstname Lastname. "Title of Article." <i>Title of Journal</i> volume. Issue-if-needed (year of publication): page numbers.
<b>Reference: On- line article</b>	Lastname, A. A., Lastname B. B., & Lastname C. C. (year of publication). Title of article. <i>Title of Periodical, volume,</i> <i>page-numbers.</i> Retrieved Month day, year, from URL.	Lastname, Firstname(s), and Firstname Lastname. "Title of Article." <i>Title of Journal</i> 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

\*\* Adapted from การเขียนอ้างอิง (American Psychology Association format [APA]). (n.d.), Citing your sources. (n.d.), MLA Citation Style, (n.d.), QCC Library APA citation style in brief handbook. (n.d.), Writers workshop: Writer resources. (n.d.).

## Styles and tones

 **Exercise 3** 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

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. 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. He fixed the problem by adding insulators and controlling the temperature. As it turned out, this month's electricity bill is much lower than before the problem was solved.

### Paragraph 2

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. 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. Additional insulators and temperature control panels were installed, resulting in a 20% lower electricity charge in September.

## Use of rhetorical styles and tones in academic writing

 **Exercise 4** Read the following texts about weight loss and decide what rhetorical style is used for each one.

- a. Cause & effect                      b. Comparison & contrast                      c. Definition  
d. Description                              e. Narration

### Paragraph 1 \_\_\_\_\_

The first time we saw Ian, he really looked obese. He has small eyes, which didn't look proportional to his cheeks, which were the size of Mandarin oranges. He seemed to have a very short neck. His chin was all we could see. He was wearing a very tight white T-shirt, showing his bulging belly that couldn't fit into his oversized blue jeans. The jeans were tight, too, and they looked too small for his size. Now, meeting him again eight months later, I can't believe that he has lost so much weight!

**Paragraph 2** \_\_\_\_\_<sup>[1]</sup>

In the short term, low-carbohydrate diets may cause you to lose weight because they restrict kilojoules or energy. The body begins to use body stores of glucose and glycogen (from the liver and muscles) to replace the carbohydrates it is not getting from food. As carbohydrate stores are used up, the body begins to rely on other sources of fuel such as fat. This can lead to the development of ketones in the body which can make the body acidic. This can lead to metabolic changes, which may be dangerous for some people, such as those with diabetes.

**Paragraph 3** \_\_\_\_\_<sup>[2]</sup>

Eating a healthy diet that is low in calories and high in nutritional value is the quickest way to lose weight. The Department of Health and Human Services says adult women can consume as few as 1,000 calories per day and men 1,200 calories to lose weight at a safe pace. Unlike eating, exercising is a discretionary weight loss tool that is easy to skip on days you don't feel like working out. That is one disadvantage of focusing on an exercise weight loss program instead of using a diet and exercise combination. Exercising to burn 1,000 calories per day is difficult; a 160-lb. person would have to walk at a brisk pace for over 3.5 hours per day to burn 1,000 calories.

**Paragraph 4** \_\_\_\_\_

What Aungsana did to get her daughter to lose weight was unbelievable. On the first day, she put a picture of an obese lady in her swimming suit on the wall in the dining room. It was placed right across from where her daughter usually sits. That cut her appetite down a little. Then one day Aungsana took her daughter to the medical school where her husband works, so she could show her daughter what body fat looked like in dead bodies. Her daughter went home that day and ate almost nothing.

**Paragraph 5** \_\_\_\_\_<sup>[3]</sup>


Weight loss is a decrease in body weight resulting from either voluntary (diet, exercise) or involuntary (illness) circumstances. Most instances of weight loss arise due to the loss of body fat, but in cases of extreme or severe weight loss, protein and other substances in the body can also be depleted.

[1] Source: Weight Loss and Carbohydrates, (Jan 23, 2013) from [http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Weight\\_loss\\_and\\_carbohydrates](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Weight_loss_and_carbohydrates)

[2] Source (adapted from): Comparing & Contrasting Exercise & Diet (Jan 23, 2013) <http://www.livestrong.com/article/388949-comparing-contrasting-exercise-diet/>

[3] Source: (Feb 25, 2013) <http://www.medterms.com/script/main/art.asp?articlekey=53393>




 **Exercise 5** What is the appropriate tone for each part of an academic paper? Make a guess by choosing from the following list of tones and their explanations.

Parts of a paper: Introduction, literature review, methodology, results, discussion

Tones commonly used in academic writing:

1. Analytical: Using analysis or logical reasoning
2. Descriptive: Describing or classifying without showing the author's judgment or opinion
3. Evaluative: Determining the merit by using a set of standards
4. Interpretive: Having the ability to see and understand data and analysis results
5. Perceptive: Showing the author's insight

 **Exercise 6** 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. 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.

## Formal language in grammar and vocabulary

 **Exercise 7** Versions *b* and *c* in each of the following items are more formal than Versions *a*. Do you know why? (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 community managed to *scratch a living* from the poor soil.  
       b. The community managed to *survive* by farming the poor soil.
3.     a. The settlers *got* ill after drinking polluted water.  
       b. The settlers *became* ill after drinking polluted water.

4.
  - 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.
5.
  - a. Doris Lessing *got* the Nobel Prize in 2007.
  - b. Doris Lessing *was awarded* the Nobel Prize in 2007.
6.
  - a. The proposal for regional representation was *turned down*.
  - b. The proposal for regional representation was *rejected*.
7.
  - a. Scientists are *looking into* the production of biofuels using non-food crops.
  - b. Scientists are *investigating* the production of biofuels using non-food crops.
8.
  - a. Biofuels based on non-grain crops have the potential to *bring* food prices *down*.
  - b. Biofuels based on non-grain crops have the potential to *reduce* food prices.
9.
  - a. There *isn't any* evidence in support of this claim.
  - b. There is *no* evidence in support of this claim.
10.
  - a. The new study *doesn't* support *many* of the initial findings.
  - b. The new study supports *few* of the initial findings.
11.
  - a. There *isn't much* research on this topic.
  - b. There is *little* research on this topic.
12.
  - a. Sales *didn't* increase despite the introduction of new targets.
  - b. Sales *did not* increase despite the introduction of new targets.
13.
  - a. The conflict *can't* be resolved without negotiation.
  - b. The conflict *cannot* be resolved without negotiation.
14.
  - 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.
15.
  - 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.
16.
  - a. Why has the electricity been cut?
  - b. The residents asked *why* the electricity *had been cut*.  
(NOT: The residents asked *why had* the electricity *been cut*.)
17.
  - 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 8** 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](http://en.wikipedia.org/wiki/Giant_Panda))

**Paragraph 1** Types of errors: \_\_\_\_\_

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

**Paragraph 2** Types of errors: \_\_\_\_\_

The Giant Panda has been a conservation-reliant endangered species. According to the latest report, China had 239 Giant Pandas in captivity and another 27 living outside the country. It is also estimated that around 1,590 pandas are currently lived in the wild. 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. 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: \_\_\_\_\_

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. This practice "Panda Diplomacy." By 1984, however, were no longer used as agents of diplomacy. Instead, China began to offer pandas to other nations only on 10-year loans. The standard loan terms. 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.


### **Metadiscourse**

However/moreover/on the other hand/ similarly, ...

The aim of this study is to ....

This essay argues that ....

The main questions addressed in this paper are ....  
This chapter reviews the literature ....  
The above discussion raises some interesting questions on ....  
This paper begins by .... It will then go on to .... Finally, ....  
It is important to note that ....  
This chapter discusses .... In the next chapter, ....

 **Exercise 9** Read the two versions of a text about postmodernism. Why is Paragraph 2 better? (Text adapted from McCarthy & O'Dell, 2008)

### **Paragraph 1**

Postmodernism describes a movement of intellectual thought which has had a major impact on a number of academic disciplines since the late 20<sup>th</sup> century. Modernism emphasizes purity, honesty and total truth, when an artist attempts to express the essence of a whole subject with a single line. Postmodernism asserts that experience is personal and cannot be generalized, and that meaning is only for the individual to experience, not for someone else to dictate. The person that admires a painting or reads a poem is free to interpret its meaning, and different people will come to very different, but equally valid, conclusions as to what that meaning is.


### **Paragraph 2**

Postmodernism describes a movement of intellectual thought which has had a major impact on a number of academic disciplines since the late 20<sup>th</sup> century. Perhaps the best way to understand postmodernism is as a reaction to modernism. Modernism emphasizes purity, honesty and total truth, for example, when an artist attempts to express the essence of a whole subject with a single line. In contrast, postmodernism asserts that experience is personal and cannot be generalized, and that meaning is only for the individual to experience, not for someone else to dictate. Thus, postmodernists maintain that the person who, for example, admires a painting or reads a poem is free to interpret its meaning, and that different people will come to very different, but equally valid, conclusions as to what that meaning is.

**Reader expectations when reading your text (Carter, 2011; Read Williams, 1990 for more detailed discussions.)**

1. The verbs should be close to the front of the sentence.
2. The most important information is placed before a stop (period, colon, semicolon, or comma).
3. The topic (what is being discussed) should be placed at the start of a section.
4. The action in a sentence must be matched by a verb.
5. The reader needs to see backward and forward linking or topic strings.

6. Logical connections:  
 Old information (first) connected to new information  
 (topic position) (verb) (stress position)  
 What you want the reader to remember is at the end.

 **Exercise 10** Read the two versions of a text about academic writing. Why is Paragraph 2 better? (Text adapted from [http://en.wikipedia.org/wiki/Academic\\_writing](http://en.wikipedia.org/wiki/Academic_writing))

### Paragraph 1

Academic writing for a critical and informed audience and based on closely-investigated knowledge is usually serious and posits ideas or arguments. Usually circulated within the academic world, academic papers may also be found among other audiences via journalism, speeches, and pamphlets. An objective stance is typically required for scholarly writing as well as a clear statement about the significance of the topic. So that other scholars could try to reproduce the results, it is organized with adequate detail. Finally, they are not overly general and correctly utilize formal academic rhetoric.

### Paragraph 2

Academic writing is usually serious, intended for a critical and informed audience, based on closely-investigated knowledge, and posits ideas or arguments. An academic paper usually circulates within the academic world, but the academic writer may also find an audience outside via journalism, speeches, and pamphlets. Typically, scholarly writing has an objective stance, clearly states the significance of the topic, and is organized with adequate detail so that other scholars could try to reproduce the results. Strong papers are not overly general and correctly utilize formal academic rhetoric.

### 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?	<b>A note on inadvertent plagiarism:</b> 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?	<ol style="list-style-type: none"> <li>1. Sentences too short or too many short sentences right next to one another.</li> <li>2. Lack of metalanguage (linking/transition words, phrases, sentences, paragraphs).</li> </ol>
16. What are the common No's for academic writing?/Why does my writing sound informal?	<ol style="list-style-type: none"> <li>1. Contractions</li> <li>2. Idioms (up in the air --&gt; unknown) and phrasal verbs (look into --&gt; investigate)</li> <li>3. Spoken/colloquial language</li> <li>4. Beginning a sentence with coordinating conjunctions</li> <li>5. Extreme or absolute words (e.g. all, everybody, never, nobody, must, no)</li> <li>6. Run-on words/expressions (etc., and so on)</li> <li>7. Direct questions</li> <li>8. Adverbs inside verb phrases (This will <i>then</i> answer...)</li> <li>9. Wordiness</li> <li>10. Incomplete sentences (fragments)</li> </ol>
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:



	<p>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 <i>poorest</i> and poor group, respectively, compared with 3.42 percent to the highest income class.</p> <p>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.</p> <p>Here is another example: Across the fifty countries, the average was 2.60 and 2.62 for coins and notes, respectively.</p> <p>In this example, 2.60 refers to coins and 2.62 refers to notes.</p>
<p>18. How do I use “including”?</p>	<p>Don’t say “including” unless your list is not complete.</p> <p>e.g. I like three kinds of ice cream: vanilla, chocolate, and strawberry.</p> <p>Not: I like three kinds of ice cream, including vanilla, chocolate, and strawberry.</p>
<p>19. How do I use “according to”?</p>	<p>Sometimes you don’t want to say “from” when you are referencing something or someone’s idea.</p> <p>Not: From the literature review, there are numerous kinds of disease today.</p> <p>Say: According to the literature review, there are numerous kinds of disease today.</p> <p>Or: It can be seen from the review of the literature that there are numerous kinds of disease today.</p>
<p>20. How can I learn more? Any good books?</p>	<p><b>Book recommendations on writing</b></p> <p>Generally speaking you don't learn to write from reading writing books. You learn to write</p>

	<p>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.</p>
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### 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 ...