

# THE ONLY ACADEMIC PHRASEBOOK YOU'LL EVER NEED

600 EXAMPLES OF ACADEMIC LANGUAGE



LUIZ OTÁVIO BARROS

**THE ONLY ACADEMIC PHRASEBOOK YOU'LL EVER  
NEED**

**600 Examples of Academic Language**

**LUIZ OTÁVIO BARROS**

Copyright © 2016 Luiz Otávio Barros  
All rights reserved.

This e-book is licensed for your personal enjoyment only. This e-book may not be re-sold or given away to other people. If you would like to share this e-book with another person, please purchase an additional copy for each person you share it with. If you're reading this book and did not purchase it, or it was not purchased for your use only, then you should return to [Smashwords.com](http://Smashwords.com) and purchase your own copy. Thank you for respecting the hard work of this author.

# CONTENTS

## IS THIS BOOK RIGHT FOR YOU?

### 1. ESTABLISHING A RESEARCH TERRITORY

#### QUIZ 1

#### QUIZ 1 ANSWERS

### 2. DESCRIBING RESEARCH GAPS

#### QUIZ 2

#### QUIZ 2 ANSWERS

### 3. STATING YOUR AIMS

#### QUIZ 3

#### QUIZ 3 ANSWERS

### 4. DESCRIBING SCOPE AND ORGANIZATION

#### QUIZ 4

#### QUIZ 4 ANSWERS

### 5. GENERAL LITERATURE REVIEW

#### QUIZ 5

#### QUIZ 5 ANSWERS

### 6. REFERENCING

#### QUIZ 6

#### QUIZ 6 ANSWERS

### 7. SAMPLING AND DATA COLLECTION

#### QUIZ 7

#### QUIZ 7 ANSWERS

### 8. DATA ANALYSIS AND DISCUSSION

#### QUIZ 8

#### QUIZ 8 ANSWERS

### ABOUT THIS BOOK





## **IS THIS BOOK RIGHT FOR YOU?**

Here's a quick Q&A to help you decide whether or not to download *The Only Academic Phrasebook You'll Ever Need*:

*Q: I know what I want to say, but I can't find the right words - or the right tone. Will a phrasebook like this be useful?*

A: Yes. It will enable you to express yourself with more precision and clarity. For example, you will learn how to write "This study addresses the issue of..." rather than "This study talks about...". Or "While there is wide agreement that..." instead of "A lot of people agree that...". Think of this book as a practical, no-nonsense databank of sentence frames to help you write essays, term papers, reports, dissertations and theses using the right words and the right style.

*Q: Great! I don't even know what an academic paper looks like!*

A: So maybe you shouldn't download *The Only Academic Phrasebook You'll Ever Need*. This book assumes that you are also learning/have also learned the basics of academic writing. It will NOT teach you how to write thesis statements, develop and refine your arguments or create coherent paragraphs, just to name a few key academic writing skills. *The Only Academic Phrasebook You'll Ever Need* is, as the title suggests, essentially a phrasebook. It is NOT a comprehensive textbook or research guide.

*Q: English is not my first language. Can I use this book?*

A: It depends on your level of proficiency. Ideally, you should be at an upper-intermediate or advanced level to make the most of it.

*Q: I'm a native speaker of English, but I keep getting things like "there/their/they're" or "affect vs. effect" wrong. Will this book help me?*

A: Yes. As well as 600 sentence frames, you will find 80 grammar, vocabulary and punctuation tips, written with both native and non-native speakers in mind.

I hope you enjoy using this book as much I enjoyed writing it.

Special thanks to Dr. Patricia Friedrich, from Arizona State University, for her feedback on the final manuscript.

## 1. ESTABLISHING A RESEARCH TERRITORY

*Establishing a research territory (Swales and Feak, 2009) means setting a context for your research. This usually includes a brief literature review as well as reference to other key developments in your research area. Your goal should be to establish yourself as a legitimate member of that particular research community. Sentences 1-50 will help you do that.*

1. \_\_\_\_\_ has received a lot of research attention.
2. \_\_\_\_\_ has led to a renewed interest in \_\_\_\_\_
3. In recent years, researchers have become increasingly interested in \_\_\_\_\_
4. The last few years have seen an increased interest in \_\_\_\_\_
5. Numerous studies have investigated \_\_\_\_\_
6. An increased interest in \_\_\_\_\_ **has emerged** <sup>[1]</sup> in recent years.
7. \_\_\_\_\_ has been extensively researched.
8. \_\_\_\_\_ has been field-tested by \_\_\_\_\_
9. \_\_\_\_\_ has been widely studied **due to** <sup>[2]</sup> \_\_\_\_\_

### ***On the use of active vs. passive voice:***

*Sentences 1-6 are in the active voice (i.e., the subject of the sentence performs the action of the sentence), while sentences 7-9 are in the passive voice (i.e., the subject of the sentence receives the action).*

*Some scholars frown upon the use of passive voice, especially when the agent (i.e., “the doer”) of the action is not completely obvious. The decision of whether to use active (e.g.: “We interviewed forty students.”) or passive voice (e.g.: “Forty students were interviewed.”) has to be made in context, depending on the research discipline. Be sure to follow the guidelines set by your instructors.*

A number of recent studies have...

10. examined \_\_\_\_\_
11. investigated \_\_\_\_\_



12. focused on \_\_\_\_\_
13. reported on \_\_\_\_\_
14. reported that \_\_\_\_\_
15. linked \_\_\_\_\_ to \_\_\_\_\_
16. addressed the issue of \_\_\_\_\_
17. shown that \_\_\_\_\_
18. suggested that \_\_\_\_\_
19. found concrete evidence that \_\_\_\_\_
20. directly compared \_\_\_\_\_ and \_\_\_\_\_
21. looked into the effects of \_\_\_\_\_ on \_\_\_\_\_

Over the years, an enormous amount of research has been...

22. done on \_\_\_\_\_
23. carried out in an attempt to \_\_\_\_\_
24. conducted to determine \_\_\_\_\_
25. **devoted to** <sup>[3]</sup> \_\_\_\_\_

Recent studies have explored the...

26. use of \_\_\_\_\_ as \_\_\_\_\_
27. impact of \_\_\_\_\_ on \_\_\_\_\_
28. differences/similarities between \_\_\_\_\_ and \_\_\_\_\_
29. **role of** \_\_\_\_\_ **in/as** \_\_\_\_\_ <sup>[4]</sup>

The role of \_\_\_\_\_ has been...

30. extensively studied in recent years.
31. grossly misunderstood.
32. largely overlooked.
33. overshadowed by \_\_\_\_\_
34. viewed as \_\_\_\_\_

Considerable research attention has been...

35. paid to \_\_\_\_\_
36. devoted to \_\_\_\_\_
37. directed toward \_\_\_\_\_

38. **It is** <sup>[5]</sup> now generally accepted that \_\_\_\_\_

39. \_\_\_\_\_ has generated a wealth of data on \_\_\_\_\_

40. **Within** [6] this area of investigation, a number of studies \_\_\_\_\_

Ample **evidence** [7] exists...

41. regarding \_\_\_\_\_

42. to support \_\_\_\_\_

43. to prove (that) \_\_\_\_\_

44. to suggest (that) \_\_\_\_\_

45. to support the view that \_\_\_\_\_

46. to support the hypothesis that \_\_\_\_\_

47. to suggest a connection between \_\_\_\_\_ and \_\_\_\_\_

48. The study of \_\_\_\_\_ has become a key aspect of \_\_\_\_\_

49. \_\_\_\_\_ is an emerging research area in the field of \_\_\_\_\_

50. In 1799, Smith and Jones collaborated to investigate \_\_\_\_\_

***Throughout this book:***

*1799 = Insert the year.*

*[N] = Insert a number.*

*Smith/Jones = Insert the scholar's name.*

Reference:

Feak, C. B., & Swales, J. M. (2009). *Telling a research story: Writing a literature review*. Ann Arbor, MI: University of Michigan Press.

## GRAMMAR AND VOCABULARY TIPS 1

### [1] Tense usage: **have/has + past participle**

*Has emerged* is an example of the present perfect tense. Use the present perfect rather than the simple past (*emerged*) with time expressions such as *recent*, *recently* and *in the past / last [N] years*:

WRONG: “A number of studies were conducted in the past ten years.”

RIGHT: *A number of studies have been conducted in the past ten years.*

### [2] Linking ideas: **due to**

*Due to* is a more formal way of saying *because of*. It is followed by a noun phrase, not a clause:

a. ...*because it was discovered that.../...due to the discovery that...*

(NOT “...due to it was discovered that...”)

b. ...*because there are a lot relevant studies.../...due to the number of relevant studies.* (NOT “...due to there are a lot of...”)

### [3] Tricky phrase: **devoted to**

If you use a verb after *devoted to*, it must be in the *-ing* form:

*The first part of the questionnaire was devoted to investigating* (NOT “devoted to investigate”) *the subjects’ exercise habits.*

The *-ing* form must be used because *to* in this case is a preposition (as in *get used to living*, *look forward to hearing*), not part of the infinitive.

### [4] Tricky pair: **role in/role as**

Compare the use of *in* vs. *as* after *role*:

This study examines...

a. *The role of obesity as a risk factor.*

- b. *The role of memory in language acquisition.*
- c. *The role of meditation in treating cancer.*

[5] Style: **contracted forms**

Avoid contracted forms in academic writing.

USE: *It is.../There has.../I did not.../We do not...*

AVOID: *It's.../There's.../I didn't.../We don't...*

[6] Key word: **within**

Here are a few common uses of *within*:

*Within [N] days, the space of [N] years, the scope of this paper, the limitations of this study, the [academic] community.*

[7] Count vs. non-count: **evidence**

Like *information, advice* and *equipment*, *evidence* is uncountable:

WRONG: "Many evidences support Smith's hypotheses."

RIGHT: *A lot of/Ample/Overwhelming evidence supports Smith's hypotheses.*

*Now take the quiz on the next page to check your progress.*

## QUIZ 1

**Quizzes 1-8 are based on the notes at the end of each chapter.**

Correct the mistakes, if any, in sentences 1-6. Answers in the next chapter.

1. In the past few years, there was a great deal of controversy surrounding soy foods, mostly due to recent research.
2. The last four decades have seen incredible human progress across South America.
3. Since the 1990s, there has been a dramatic increase in the number of people with Alzheimer's.
4. Recent studies have risen a number of key questions regarding the impact of CCTV on crime.
5. In 2014, an important study by Smith et al. rose a number of concerns about online data collection.
6. It is not within the scope of this paper to propose solutions to this issue. This study is simply devoted to understand the problem.

## QUIZ 1 ANSWERS

1. In the past few years, there HAS BEEN a great deal of controversy surrounding soy foods, mostly due to recent research.
2. The last four decades have seen incredible human progress across South America. CORRECT
3. Since the 1990s, there has been a dramatic increase in the number of people with Alzheimer's. CORRECT
4. Recent studies have RAISED a number of key questions regarding the impact of CCTV on crime.
5. In 2014, an important study by Smith et al. RAISED a number of concerns about online data collection.
6. It is not within the scope of this paper to propose solutions to this issue. This study is simply devoted to UNDERSTANDING the problem.

## 2. DESCRIBING RESEARCH GAPS

*After you have defined your general research territory, the next step is to identify a research gap worth exploring. In other words, you should explain to your audience what kinds of problems/questions remain controversial or unresolved in your field of study so that you can create a unique research niche. Sentences 51-94 will help you do that.*

51. \_\_\_\_\_ deserves more research attention.
52. Most \_\_\_\_\_ studies have focused mainly on \_\_\_\_\_
53. The vast majority of the work in this area has focused on \_\_\_\_\_
54. **There** <sup>[8]</sup> is limited research investigating \_\_\_\_\_
55. There is scant evidence that \_\_\_\_\_
56. **To date** <sup>[9]</sup>, no study has looked specifically at \_\_\_\_\_
57. To the best of my/our knowledge, no study has focused on \_\_\_\_\_
58. Few studies have investigated the impact of \_\_\_\_\_
59. **Little** <sup>[10]</sup> research has been done on \_\_\_\_\_
60. Little is known about \_\_\_\_\_
61. Relatively little is understood about \_\_\_\_\_
62. To date, scant attention has been paid to \_\_\_\_\_
63. Since \_\_\_\_\_, little has been written about \_\_\_\_\_
64. Few attempts have been made to investigate the role of \_\_\_\_\_

### ***On the use of active vs. passive voice:***

*Notice how sentences 59-64, which are in the passive voice, shift the focus away from the agent (i.e., “the doer”) toward the action. As a rule, in the humanities and social sciences, the fact that there is an agent often needs to be acknowledged, while in the natural sciences preference tends to be given to omitting the agent. Be sure to follow the guidelines set by your institution.*

Previous research has largely **overlooked** <sup>[11]</sup> the...

65. role of \_\_\_\_\_

66. importance of \_\_\_\_\_
67. significance of \_\_\_\_\_
68. issue of \_\_\_\_\_
69. challenges associated with \_\_\_\_\_
70. ways in which \_\_\_\_\_
71. possibility that \_\_\_\_\_
  
72. Previous studies have disregarded \_\_\_\_\_
73. Research on \_\_\_\_\_ has relied primarily on \_\_\_\_\_
74. Previous research in the field of \_\_\_\_\_ has been restricted to \_\_\_\_\_
75. A limited number of studies have addressed \_\_\_\_\_
76. Existing research has focused on \_\_\_\_\_ but has failed to explore \_\_\_\_\_
77. Within the field of \_\_\_\_\_, a number of crucial questions remain unanswered.
78. Few studies in the field of \_\_\_\_\_ have **sought** <sup>[12]</sup> to examine \_\_\_\_\_
79. Remarkably few studies have been designed to \_\_\_\_\_
80. The evidence points to \_\_\_\_\_. **However** <sup>[13]</sup>, the role of \_\_\_\_\_ is still poorly understood.
81. \_\_\_\_\_ is an important area of enquiry; however, relatively little is known about \_\_\_\_\_
82. Most scholars seem to agree that \_\_\_\_\_. However, there continues to be debate about \_\_\_\_\_
83. \_\_\_\_\_ has been the subject of research since \_\_\_\_\_. However, \_\_\_\_\_
84. **A number of** <sup>[14]</sup> studies have shown that \_\_\_\_\_. However, important questions regarding \_\_\_\_\_ remain unanswered.
85. Available data regarding \_\_\_\_\_ are contradictory.
86. Smith's research is **not without** <sup>[15]</sup> controversy.
87. Smith's study has been subject to a great deal of criticism.
88. Smith's attempts to establish a link between \_\_\_\_\_ and \_\_\_\_\_ are questionable.
89. Critics of \_\_\_\_\_ argue that \_\_\_\_\_
90. The limitations of \_\_\_\_\_ are increasingly apparent.
91. **There** <sup>[16]</sup> remain many unanswered questions about \_\_\_\_\_.
92. While there has been a great deal of research on \_\_\_\_\_, very few studies \_\_\_\_\_
  
93. Although a considerable body of research has \_\_\_\_\_, less attention has been paid to \_\_\_\_\_



94. **Despite** [\[17\]](#) decades of research on \_\_\_\_\_, \_\_\_\_\_ has been less than satisfactory.

## GRAMMAR AND VOCABULARY TIPS 2

### [8] Tricky trio: **there/they're/their**

Remember: *There* (=not here/indicates existence), *they're* (=they are) and *their* (possessive adjective) are different words. Here's a sentence to help you remember the difference:

*There are a lot of reasons why they're expecting their grades to improve.*

### [9] Style: **to date**

*To date* is a slightly more formal way of saying *until now/so far*.

### [10] Count vs. non-count: **few/little**

Notice the use of *little* with *research* (uncountable) and *few* with *studies* (countable). Here are some other examples:

- a. *Little information/few details*
- b. *Little advice/few suggestions*
- c. *Little time/few seconds*

### [11] Tricky pair: **overlook/oversee**

Don't confuse *overlook* (=fail to notice) with *oversee* (=supervise):

- a. *It is believed that the accident happened because a number of safety checks were overlooked.*
- b. *The project was overseen by the local team.*

### [12] Key word: **seek**

*Sought* is the past of *seek*, which is a more formal way of saying *try to do or obtain something*. For example: *seek funding for a project, employment,*

*medical advice, new ways of doing something, to protect the democratic rights of citizens.*

[13] Punctuation: **however**

Notice the use of periods, commas and semi-colons with *however* to signal that a counterpoint will follow:

a. *I thought the figures were correct. However, I have discovered some errors.*

b. *I thought the figures were correct; however, I have discovered some errors.*

c. *I thought the figures were correct. I have, however, discovered some errors.*

It is **WRONG** to use a comma before *however* if it's followed by an independent clause:

**WRONG:** "I thought the figures were correct, however, I have discovered some errors."

[14] Tricky pair: **a number of/the number of**

Notice the use of a plural verb after *a number of* (=a lot of) and a singular verb after *the number of*:

a. *A number of scholars are exploring this possibility.*

b. *The number of deaths is currently unknown.*

c. *A number of research papers have demonstrated that the number of divorces has dropped.*

[15] Tricky phrase: **not without**

*Not without* is a double negative that means *with*:

a. *Not without reason, some scholars are skeptical of the entire notion of causation.* (They have their reasons.)

b. *The study is not without flaws.* (It has its flaws.)

[16] Subject/verb agreement: **there**

Notice the use of a singular vs. plural verb after *there*. To decide which form to use, try replacing the verb with *is* and *are*. *Is* = singular and *are* = plural:

- a. *There seems to be a problem.* (There is a problem.)
- b. *There seem to be a number of problems.* (There are a lot of problems.)

### [17] Linking ideas: **despite**

*Despite* must be followed by a noun phrase or an *-ing* verb rather than a clause:

- a. ...*although the results were negative.../...despite the negative results...*  
(NOT "...despite the results were negative...")
- b. ...*although the findings are inconclusive, they suggest.../...despite being inconclusive, the findings suggest...*  
(NOT "despite they are inconclusive...")

*In spite of* means the same as *despite* and is used in a similar way.

## QUIZ 2

Correct the mistakes, if any, in sentences 1-6. Answers in the next chapter.

1. To the best of my knowledge, there are relatively few researches in that area.
2. The evidence supporting a low-carb diet are moderate at best.
3. The number of studies investigating the use of educational technology has dropped.
4. In recent years, a number of scholars have addressed this issue.
5. A number of longitudinal studies have examined this question; however, not all of them are replicable in other contexts.
6. Despite claims to the contrary, there seem to be ample evidence that this is the case.

## QUIZ 2 ANSWERS

1. To the best of my knowledge, there IS relatively LITTLE RESEARCH/there ARE relatively FEW STUDIES in that area.
2. The evidence supporting a low-carb diet IS moderate at best.
3. The number of studies investigating the use of educational technology has dropped. CORRECT
4. In recent years, a number of scholars have addressed this issue. CORRECT
5. A number of longitudinal studies have examined this question; however, not all of them are replicable in other contexts. CORRECT
6. Despite claims to the contrary, there SEEMS to be ample evidence that this is the case.

### 3. STATING YOUR AIMS

*After you have established your research territory and identified a relevant gap in the literature, you should show your reader how exactly your study intends to bridge this gap. Sentences 95-160 will help you do that.*

This study was...

- 95. commissioned by \_\_\_\_\_
- 96. carried out to examine \_\_\_\_\_
- 97. conducted in order to investigate \_\_\_\_\_
- 98. **undertaken** <sup>[18]</sup> to determine \_\_\_\_\_

*Use study, paper, article, essay, report or literature review as appropriate.*

This study...

- 99. is concerned with \_\_\_\_\_
- 100. is aimed at \_\_\_\_\_
- 101. provides an overview of \_\_\_\_\_
- 102. looks at how \_\_\_\_\_
- 103. critically reviews \_\_\_\_\_
- 104. **addresses** <sup>[19]</sup> the issue of \_\_\_\_\_
- 105. examines the relationship between \_\_\_\_\_ and \_\_\_\_\_
- 106. attempts to establish the connection between \_\_\_\_\_ and \_\_\_\_\_
- 107. discusses ways **in which** <sup>[20]</sup> \_\_\_\_\_
- 108. provides data that will \_\_\_\_\_
- 109. provides detailed information on \_\_\_\_\_
- 110. offers an analysis of \_\_\_\_\_
- 111. discusses the role of \_\_\_\_\_ in \_\_\_\_\_
- 112. considers the role of \_\_\_\_\_ as \_\_\_\_\_
- 113. **explores** <sup>[21]</sup> the link between \_\_\_\_\_ and \_\_\_\_\_

This study sought to...

- 114. **assess** <sup>[22]</sup> \_\_\_\_\_

115. describe \_\_\_\_\_
116. test \_\_\_\_\_
117. shed light on \_\_\_\_\_
118. provide detailed information on \_\_\_\_\_

The aim of this study is/was to...

119. address the **issue** [23] of \_\_\_\_\_
  120. determine the effect of \_\_\_\_\_
  121. evaluate the effectiveness of \_\_\_\_\_
  122. identify the characteristics of \_\_\_\_\_
  123. extend this area of investigation by \_\_\_\_\_
  124. assess the impact of \_\_\_\_\_ on \_\_\_\_\_
  125. provide a detailed account of \_\_\_\_\_
  126. clarify the role of \_\_\_\_\_
  127. investigate whether \_\_\_\_\_
  128. discuss the **extent to** [24] which \_\_\_\_\_
  129. test the feasibility of \_\_\_\_\_
  130. examine the variables associated with \_\_\_\_\_
  131. understand the nature of \_\_\_\_\_
  132. collect and **analyze** [25] data on \_\_\_\_\_
133. The notion of \_\_\_\_\_ underlying this study is a broad one.
134. One of the central claims of this study is that \_\_\_\_\_
135. The aim of this study is **twofold** [26]. The first is to \_\_\_\_\_. The second is to \_\_\_\_\_
136. The theoretical framework underpinning this study is/was \_\_\_\_\_

In this study, I/we...

137. report on \_\_\_\_\_
138. set out to investigate \_\_\_\_\_
139. seek to determine (whether) \_\_\_\_\_
140. examine the degree to which \_\_\_\_\_
141. consider the extent to which \_\_\_\_\_
142. discuss the implications of \_\_\_\_\_
143. investigate the association between \_\_\_\_\_ and \_\_\_\_\_
144. establish the main factors behind \_\_\_\_\_
145. **attempt** [27] to shed some light on \_\_\_\_\_



***On the use of I/my/we/our:***

*Sciences: In order to sound objective and impersonal, scientific writers tend to avoid the use of the first person. However, conventions are changing, and in some cases the first person is becoming more widely accepted, so ask your instructor first.*

*Humanities: Scholars in these fields tend to value assertiveness and agency (i.e., who does what), so the first person is often - though not always - appropriate. Make sure you follow your department's conventions.*

In the present study, I/we...

146. describe a framework for \_\_\_\_\_
147. propose a series of solutions for \_\_\_\_\_
148. provide a theoretical basis for \_\_\_\_\_
149. undertake an analysis of \_\_\_\_\_
150. highlight the key differences between \_\_\_\_\_ and \_\_\_\_\_

My/Our main goal is/was to...

151. gain a better understanding of \_\_\_\_\_
152. gain insight into \_\_\_\_\_
153. determine **if/whether** <sup>[28]</sup> \_\_\_\_\_
154. explore the range of factors that influence \_\_\_\_\_
155. further my/our understanding of \_\_\_\_\_
156. gather **information** <sup>[29]</sup> about \_\_\_\_\_
157. investigate the effect of \_\_\_\_\_ on \_\_\_\_\_
158. determine the importance of \_\_\_\_\_
159. identify the key variables affecting \_\_\_\_\_
160. understand the mechanisms **underlying** <sup>[30]</sup> \_\_\_\_\_

## GRAMMAR AND VOCABULARY TIPS 3

[18] Key words: **carry out/conduct/undertake**

When *carry out*, *conduct* and *undertake* mean *do*, they are often used with these words:

*a survey, an investigation, an inquiry, a test, a study, research (NOT “a research”), an analysis.*

*Carry out* is slightly less formal than *conduct* and *undertake*.

[19] Key word: **address**

The verb *address* (=deal with) is very common in academic writing. It is often used with these words: *an issue, a problem, (someone’s) concerns, (someone’s) needs.*

[20] Relative clauses: **in which**

Notice how the use of *in which* helps to make a sentence more formal:

a. *This is the place where the study was carried out.* (neutral)

b. *These are the premises in which the study was conducted.* (more formal)

[21] Tricky pair: **explore/exploit**

*Explore* (=examine, investigate) is not the same as *exploit* (=take unfair advantage of).

[22] Tricky pair: **assess/access**

Don’t confuse *assess* (=evaluate) with *access* (e.g.: *access the internet*).

[23] Key phrase: **the issue of**

*The issue of* can be followed by:

- a. A noun: *The issue of homelessness.*
- b. A *wh-* word: *The issue of why Chinese is so difficult to learn. / The issue of when a fetus can be considered a person.*
- c. *Whether or not to*: *The issue of whether or not to pass the bill.*
- d. *Whether or not* + clause: *The issue of whether astrology can be considered a science.*

[24] Key word: **extent**

Use *to + extent* to show how far something is true:

- a. *To a certain extent, what Smith et al. argue is relevant.* (But some of their arguments may be less relevant.)
- b. *To what extent is this true?* (This is true, but perhaps not entirely.)
- c. *Economic and social factors are, to a large extent, responsible for the current state of affairs.* (They are mostly, but not entirely, to blame.)

[25] Spelling: **s/z**

*Analyze* is spelled with a *z* in American English and with an *s* in British English. Other verbs that follow the same pattern include *organize*, *memorize* and *realize*.

[26] Affixation: **-fold**

You can use words such as *twofold*, *fivefold*, *tenfold* as adjectives or adverbs:

- a. *There was a twofold increase in the number of casualties* (adjective with the noun *increase*).
- b. *The number of casualties increased twofold* (adverb with the verb *increase*).

Don't use *by* before number + *fold*:

WRONG: "Profits increased by threefold."

[27] Style: **attempt**

*Attempt* is a more formal way of saying *try*. It can be both a noun (e.g.: *my attempts to...*) and a verb (e.g.: *I will attempt to...*).

[28] Tricky pair: **if/whether**

You can use both *if* and *whether* to express alternatives. For example:

*We will try to determine if/whether the initial hypothesis is valid.*

*Whether* is preferable in formal writing. Use *whether*, NOT *if*:

a. Directly before *or not*: *It is important to determine whether or not the initial hypothesis was valid.*

b. After prepositions (*in, about, for, to* etc.): *There is some disagreement about whether or not the dataset is reliable.*

[29] Count vs. non-count: **information**

Remember: *Information* is an uncountable noun. It is WRONG to say “two informations”, “many informations” or “an information.”

[30] Key word: **underlying**

Other common phrases with *underlying* (=fundamental) include: *the underlying cause of..., premise of..., assumption behind..., reason for...*

## QUIZ 3

Correct the mistakes, if any, in sentences 1-6. Answers in the next chapter.

1. The informations in chart 1 were collected in August 2015.
2. This study will try to determine if or not the initial hypotheses were valid.
3. At this point it is hard to access the extent to which these findings will have a sizeable impact on language teaching.
4. Although there seem to be evidence that this is the case, the underlying mechanisms remain unclear.
5. This paper addresses the issue of urban violence and exploits ways in which we can make our cities safer.
6. This study was undertaken as an attempt to assess the effects of meditation on blood pressure.

## QUIZ 3 ANSWERS

1. The INFORMATION in chart 1 WAS collected in August 2015.
2. This study will try to determine WHETHER or not the initial hypotheses were valid.
3. At this point it is hard to ASSESS the extent to which these findings will have a sizeable impact on language teaching.
4. Although there SEEMS to be evidence that this is the case, the underlying mechanisms remain unclear.
5. This paper addresses the issue of urban violence and EXPLORES ways in which we can make our cities safer.
6. This study was undertaken as an attempt to assess the effects of meditation on blood pressure. CORRECT

## 4. SCOPE AND ORGANIZATION

*To make your research paper as reader-friendly as possible, you should be clear about how much ground you intend to cover and how you will organize your ideas logically. Sentences 161-216 will help you do that.*

This paper provides an overview of...

- 161. findings from recent \_\_\_\_\_
- 162. recent developments in \_\_\_\_\_
- 163. issues relating to \_\_\_\_\_
- 164. the current debates about \_\_\_\_\_
- 165. the main types of \_\_\_\_\_
- 166. the **effect** <sup>[31]</sup> of \_\_\_\_\_ on \_\_\_\_\_
- 167. the critical factors influencing \_\_\_\_\_
- 168. the basic concepts of \_\_\_\_\_
- 169. the available official data on \_\_\_\_\_
- 170. **current** <sup>[32]</sup> research on \_\_\_\_\_
- 171. \_\_\_\_\_ theory and **its** <sup>[33]</sup> ramifications.

*Use study, paper, article, essay, report or literature review as appropriate.*

This paper...

- 172. is divided into [N] sections.
- 173. is divided into [N] broad parts.
- 174. is organized into [N] distinct sections.
- 175. consists of [N] parts.
- 176. is comprised of [N] sections.
- 177. **comprises** <sup>[34]</sup> [N] parts.

*[N] = Insert number.*

Section [N] provides...

- 178. an overview of \_\_\_\_\_
- 179. a reasonably comprehensive overview of \_\_\_\_\_
- 180. a brief introduction to \_\_\_\_\_
- 181. a theoretical introduction to \_\_\_\_\_
- 182. a basic theoretical **framework** [35] for \_\_\_\_\_
- 183. **broad** [36] guidance on \_\_\_\_\_
- 184. general guidelines on \_\_\_\_\_
- 185. background information on \_\_\_\_\_
- 186. the foundation for \_\_\_\_\_
- 187. a concise analysis of \_\_\_\_\_
- 188. important contextual information **regarding** [37] \_\_\_\_\_

*Use section, part or chapter as appropriate.*

Part [N]...

- 189. deals with \_\_\_\_\_
- 190. is dedicated to \_\_\_\_\_
- 191. details the findings of \_\_\_\_\_
- 192. addresses the issue of \_\_\_\_\_
- 193. considers the nature of \_\_\_\_\_
- 194. outlines some of the **key** [38] principles behind \_\_\_\_\_

In section [N], I/we...

- 195. review the existing literature on \_\_\_\_\_
- 196. provide arguments supporting \_\_\_\_\_
- 197. present some fundamental ideas underlying \_\_\_\_\_
- 198. identify the key factors behind \_\_\_\_\_
- 199. present a theoretical framework for \_\_\_\_\_
- 200. **discuss** [39] the main reasons for \_\_\_\_\_

In chapter [N],...

- 201. the concept of \_\_\_\_\_ is further explored.
- 202. \_\_\_\_\_ is/are quantitatively assessed.
- 203. a qualitative analysis of \_\_\_\_\_ is carried out.



204. the data are analyzed quantitatively/qualitatively.

*Sentences 201-204 are in the passive voice. Remember to follow your department's guidelines on the use of active vs. passive voice.*

This paper is organized into [N] main...

205. parts, the first of which deals with \_\_\_\_\_

206. sections. Section [N] examines \_\_\_\_\_. Section [N] looks at \_\_\_\_\_

207. parts, **both of which** <sup>[40]</sup> focus on \_\_\_\_\_.

208. The **remainder** <sup>[41]</sup> of this paper is structured/organized as follows.

Section [N] \_\_\_\_\_. The next section then \_\_\_\_\_

This paper is not intended to be a comprehensive...

209. analysis of \_\_\_\_\_

210. evaluation of \_\_\_\_\_

211. overview of \_\_\_\_\_

212. review of \_\_\_\_\_

213. survey of \_\_\_\_\_

214. An extended discussion of \_\_\_\_\_ is beyond the scope of this paper.

215. An **in-depth** <sup>[42]</sup> analysis of \_\_\_\_\_ is not within the scope of this article.

216. \_\_\_\_\_ lies outside the scope of the present study.

## GRAMMAR AND VOCABULARY TIPS 4

### [31] Tricky pair: **affect/effect**

When you talk about influence, *effect* is a noun, and *affect* is a verb:

a. *Differences in social status may affect participants' answers, which will have a significant effect on the results.*

b. *The effects of the diet affected participants in different ways.*

*Effect* as a verb means to cause something to happen (e.g.: *effect a peace settlement, effect lasting change*).

### [32] Tricky pair: **actual/current**

Remember: *Actual* (=real), which means *present* in many languages, cannot replace *current*.

### [33] Tricky pair: **its/it's**

Don't confuse *its* (possessive adjective) with *it's* (*it is*):

*It's an interesting study, and its aim is to discuss the main tenets of Smith's theory.*

### [34] Tricky pair: **consist/comprise**

Both *consist* and *comprise* are used to describe what something is 'made of.' *Comprise* is more formal than *consist* and doesn't take *of* in the active voice:

*Section one consists of/comprises (NOT "comprises of") ten multiple choice questions.*

*Comprised of* is possible in the passive voice:

*This paper is comprised of five sections.*

[35] Key word: **framework**

The word *framework* (=basic structure) is very common in academic writing. It can be used in a number of ways:

- a. *This study is flawed and lacks a conceptual framework.*
- b. *The agreement provides a legal framework for reciprocity.*
- c. *The author provides no theoretical framework for her study.*
- d. *The framework for this analysis was structured around existing research.*

[36] Key word: **broad**

Other words you can use with *broad* include *range of...*, *array of...*, *scope of...*, *overview of...*

[37] Linking ideas: **regarding**

Besides *regarding*, you can use *with regard to* or *in regard to*. *As regards* is slightly less formal. “In regards to” and “with regards to” are considered non-standard.

[38] Key word: **key**

You can use *key* to describe a number of things: *a key issue, factor, point, role, word, concept*.

[39] Tricky word: **discuss**

*Discuss* is NOT followed by the preposition *about*:

*In section two, we discuss (NOT “discuss about”) the most relevant findings.*

[40] Tricky pair: **both of which/all of which**

*Both of which* refers to two things, while *all of which* refers to three or more things:

- a. *The other studies, both of which were conducted in the USA, produced similar results.*
- b. *This paper comprises three parts, all of which are interconnected.*

Notice the punctuation:

- a. CORRECT: *Two studies were reported, both of which were controlled trials.*
- b. WRONG: *Two studies were reported. Both of which were controlled trials.*
- c. CORRECT: *Two studies were reported. Both of them were controlled trials.*
- d. WRONG: *Two studies were reported, both of them were controlled trials.*

[\[41\]](#) Tricky pair: **remainder/remaining**

Don't confuse *remainder* (noun) with *remaining* (adjective):

- a. *In the remainder of this article, I will turn my attention to...*
- b. *In the remaining sections, I will discuss...*

[\[42\]](#) Key word: **in-depth**

*In-depth* is very common in academic writing. It can be used in a number of ways:

- a. *In this study we carried out an in-depth analysis of statistical data regarding the impact of the initiative.*
- b. *The book provides an in-depth framework for understanding modern politics.*
- c. *The role of flower therapy is explained in-depth at the end of this chapter.*

## QUIZ 4

Correct the mistakes, if any, in sentences 1-6. Answers in the next chapter.

1. In the remaining of this section, I intend to describe the data in more detail.
2. Smith's research contradicts the two previous studies, both of them draw on large longitudinal datasets.
3. Section three discusses about policies of poverty reduction and their affect on wealth distribution.
4. The dataset comprises three separate tables, all of which are normalized to 3NF.
5. The questionnaire was comprised of 42 questions divided into three sections.
6. Section two provides key information in regard to the trial study.

## QUIZ 4 ANSWERS

1. In the REMAINDER of this section, I intend to describe the data in more detail.
2. Smith's research contradicts the two previous studies, both of WHICH draw on large longitudinal datasets.
3. Section three DISCUSSES policies of poverty reduction and their EFFECT on wealth distribution.
4. The dataset comprises three separate tables, all of which are normalized to 3NF. CORRECT
5. The questionnaire was comprised of 42 questions divided into three sections. CORRECT
6. Section two provides key information in regard to the trial study. CORRECT

## 5. GENERAL LITERATURE REVIEW

*This is the part of your paper where you refer extensively to relevant research and theory in the field. You should make connections between the studies you have read and where you position yourself among these studies. It is important to show your audience that you have actively engaged with the relevant body of knowledge your research is based on. Sentences 217-285 will help you do that.*

A number of/Numerous scholars have...

- 217. conducted research on \_\_\_\_\_
- 218. investigated why \_\_\_\_\_
- 219. noted that \_\_\_\_\_
- 220. correctly observed that \_\_\_\_\_
- 221. examined the role of \_\_\_\_\_
- 222. considered the implications of \_\_\_\_\_
- 223. recognized the importance of \_\_\_\_\_
- 224. sought to problematize \_\_\_\_\_
- 225. pointed out that \_\_\_\_\_
- 226. suggested that \_\_\_\_\_
- 227. attempted to identify \_\_\_\_\_
- 228. proposed theories to explain \_\_\_\_\_
- 229. found evidence that \_\_\_\_\_
- 230. sought to understand **phenomena** <sup>[43]</sup> such as \_\_\_\_\_
- 231. offered explanations for \_\_\_\_\_
- 232. argued that \_\_\_\_\_
- 233. **contended** <sup>[44]</sup> that \_\_\_\_\_
- 234. argued in favor of/against \_\_\_\_\_
- 235. voiced concern about \_\_\_\_\_
- 236. taken issue with \_\_\_\_\_
- 237. grappled with the issue of \_\_\_\_\_
- 238. openly questioned whether \_\_\_\_\_
- 239. raised doubts regarding \_\_\_\_\_
- 240. stressed the importance of \_\_\_\_\_
- 241. carried out empirical studies on \_\_\_\_\_

242. drawn parallels between \_\_\_\_\_ and \_\_\_\_\_
243. turned their attention to \_\_\_\_\_
244. provided empirical evidence supporting \_\_\_\_\_
245. written extensively about \_\_\_\_\_
246. made the claim that \_\_\_\_\_
247. acknowledged the fact that \_\_\_\_\_
248. It is generally agreed that \_\_\_\_\_
249. Most of the research on \_\_\_\_\_ suggests \_\_\_\_\_
250. Current research seems to indicate that \_\_\_\_\_
251. Current studies appear to support the notion that \_\_\_\_\_
252. Recent research has tended to show \_\_\_\_\_
253. In the literature on \_\_\_\_\_, there seems to be general agreement that \_\_\_\_\_
254. It is generally accepted wisdom that \_\_\_\_\_
255. Empirical evidence appears to confirm the notion that \_\_\_\_\_

***On hedging:***

*An important feature of academic writing is the use of “hedging” (tentative language), which enables you to soften the tone of your assertions and make claims that are proportionate to the evidence available. In sentences 248-255, this is achieved through the use of adverbs (e.g.: generally), quantifiers (e.g.: most) and verbs such as suggest, tend, seem and appear. Researchers in the humanities and social sciences often benefit from the judicious use of hedging. However, if you are writing a research paper in the natural sciences, you should use hedging more sparingly. If in doubt, ask your instructor first.*

256. Definitions of \_\_\_\_\_ emerging from \_\_\_\_\_ include \_\_\_\_\_
257. The literature on \_\_\_\_\_ has its roots in \_\_\_\_\_
258. Proponents of \_\_\_\_\_ have pointed out that \_\_\_\_\_
259. Despite differences in \_\_\_\_\_, there are areas of agreement.
260. Another area of (dis)agreement among researchers is \_\_\_\_\_
261. Most researchers working in the area of \_\_\_\_\_ **agree** <sup>[45]</sup> on/that \_\_\_\_\_
262. Much of the debate over \_\_\_\_\_ has revolved around \_\_\_\_\_
263. Much previous work on \_\_\_\_\_ has focused on \_\_\_\_\_
264. A recent line of research has focused on \_\_\_\_\_



265. \_\_\_\_ has generated an impressive amount of research.
266. Previous **research** [46] has supported the hypothesis that \_\_\_\_
267. There is a growing body of research on \_\_\_\_
268. Previous studies have demonstrated \_\_\_\_
269. Laboratory-based studies have clearly shown \_\_\_\_
270. A considerable **amount** [47] of research has focused on \_\_\_\_
271. Past studies have yielded some important insights into \_\_\_\_
272. Past studies have hinted at a link between \_\_\_\_ and \_\_\_\_
273. A number of studies have explored the relationship between \_\_\_\_ and \_\_\_\_
274. A recent line of research has established that \_\_\_\_
275. The existing literature emphasizes \_\_\_\_
276. The current literature on \_\_\_\_ suggests that \_\_\_\_
277. The review of the literature shows that \_\_\_\_
278. Current theories hypothesize that \_\_\_\_
279. A widely accepted **hypothesis** [48] is that \_\_\_\_
280. Empirical evidence has supported the claim that \_\_\_\_
281. The idea that \_\_\_\_ is central to theories of \_\_\_\_
282. While there is wide agreement that \_\_\_\_, views differ on \_\_\_\_
283. While there is broad agreement that \_\_\_\_, it remains controversial whether \_\_\_\_
284. While early studies suggested that \_\_\_\_, later research seems to indicate that \_\_\_\_
285. While it is generally agreed that \_\_\_\_, there is less consensus over **whether or not** [49] \_\_\_\_

## GRAMMAR AND VOCABULARY TIPS 5

### [43] Singular vs. plural: **phenomenon/phenomena**

*Phenomena* is the plural form of *phenomenon*. Use a plural verb after *phenomena*:

- a. *These phenomena are not fully understood.*
- b. *This phenomenon is not fully understood.*

### [44] Key word: **contention**

*Contention* (=opinion/disagreement), the noun derived from the verb *contend*, can be used as follows:

- a. *This line of study remains a source of contention in the field of psychology.*
- b. *It is our contention that this law is a gross infringement of our civil liberties.*
- c. *In our view, there are three conclusive answers to these contentions.*

### [45] Tricky pair: **agree on/agree that**

You *agree on* something and *agree that* something is the case:

- a. *The two studies agree on the most important points.*
- b. *Nearly all studies agree that physical activity reduces the risk of diabetes.*

### [46] Count vs. non-count: **research/study**

*Research* is generally used as an uncountable noun; *study* is countable:

- a. *My research shows that...* (NOT “My researches show that...”)
- b. *A new study shows that...* (NOT “A new research shows that...”)

### [47] Tricky pair: **amount/number**

Use *amount* with uncountable and abstract nouns (*amount of information, research, progress, money, love*) and *number* with countable nouns (*number of details, studies, people, times, respondents, participants*). Here's a tip to help you remember the difference:

*Amount = How much...?*

*Number = How many...?*

[48] Spelling: **hypothesize/hypothesis**

Don't confuse *hypothesize* with *hypothesis*:

- a. *Hypothesize*: verb (American English)
- b. *Hypothesise*: verb (British English)
- c. *Hypothesis*: singular noun
- d. *Hypotheses*: plural noun

[49] Key phrase: **whether or not**

Here are other common phrases with *whether or not*: *heated debate over whether or not...*, *uncertain as to whether or not...*, *conclusions about whether or not...*, *the issue of whether or not...*

## QUIZ 5

Correct the mistakes, if any, in sentences 1-6. Answers in the next chapter.

1. There is still disagreement over if vitamin C can prevent colds.
2. A number of different hypothesis have been put forward.
3. A large amount of theories have been disproved.
4. Current research seem to suggest that this is an isolated phenomena.
5. The available evidences tend to refute those claims.
6. The next section considers the issue of whether or not voting should be mandatory.

## QUIZ 5 ANSWERS

1. There is still disagreement over WHETHER vitamin C can prevent colds.
2. A number of different HYPOTHESES have been put forward.
3. A large NUMBER of theories have been disproved.
4. Current research SEEMS to suggest that this is an isolated PHENOMENON.
5. The available EVIDENCE TENDS to refute those claims.
6. The next section considers the issue of whether or not voting should be mandatory. CORRECT

## 6. REFERENCING

*When you submit an academic paper, you will be required to follow a style guide. A style guide determines, among other things, how in-text citations should appear:*

- a. Smith (1799, p.9) argues that...
- b. Smith (1799) argues that... (p.9)
- c. Smith argues that... (1799, p.9)

*The three most frequently used style guides are APA (Publication Manual of the American Psychological Association), MLA (Modern Language Association's Style Manual) and CMOS (Chicago Manual of Style). Be sure to use the style guide recommended by your instructor, regardless of the way in which in-text citations are used in sentences 286-329.*

- 286. Smith argues that \_\_\_\_\_
- 287. Smith has argued that \_\_\_\_\_
- 288. In his 1799 study, Smith argued that \_\_\_\_\_
- 289. Smith supports the notion that \_\_\_\_\_
- 290. Smith (1799) was the first to coin the term “\_\_\_\_\_”
- 291. Smith and Jones (1799, p.99) remind us that \_\_\_\_\_
- 292. Smith and Jones, in their study of \_\_\_\_\_, found that \_\_\_\_\_
- 293. Smith (1799) **poses** <sup>[50]</sup> the question, “\_\_\_\_\_?”
- 294. Proponents of \_\_\_\_\_ include Smith, who \_\_\_\_\_ (1799, p.99)
- 295. Those who maintain that \_\_\_\_\_ include Smith, who \_\_\_\_\_
- 296. Smith's discussion of \_\_\_\_\_ openly acknowledges that \_\_\_\_\_
- 297. The work of Smith et al. **demonstrates** <sup>[51]</sup> that \_\_\_\_\_
- 298. Smith was one of the first to define \_\_\_\_\_ as \_\_\_\_\_
- 299. Smith has advanced the hypothesis that \_\_\_\_\_
- 300. Smith and Jones have put forward the hypothesis that \_\_\_\_\_
- 301. Smith's impact on \_\_\_\_\_ has been widely examined.
- 302. **Each** <sup>[52]</sup> of these influential studies has claimed that \_\_\_\_\_

303. The study carried out by Smith (1799) revealed that \_\_\_\_\_
304. Smith's theoretical framework (1799, p.99) takes account of \_\_\_\_\_
305. A number of studies \_\_\_\_\_. Specifically, Smith and Jones (1799, p.99) examined \_\_\_\_\_
306. As an example of \_\_\_\_\_, consider the study of Smith (1979), **which** [53] \_\_\_\_\_
307. Smith and Jones (1799) outlined several models for \_\_\_\_\_
308. Smith (1799) provided one of the earliest discussions of \_\_\_\_\_
309. Smith and Jones have carried out an extensive study on \_\_\_\_\_
310. Smith et al. (1799) established a link between \_\_\_\_\_ and \_\_\_\_\_
311. Several reports by Smith and Jones have found an **association** [54] between \_\_\_\_\_ and \_\_\_\_\_
312. Smith argues that it is a misconception to view \_\_\_\_\_ as \_\_\_\_\_
313. In discussing \_\_\_\_\_, Smith argues that \_\_\_\_\_
314. In his discussion of \_\_\_\_\_ (1799, p.99), Smith confirms the centrality of \_\_\_\_\_
315. While Smith's findings indicate that \_\_\_\_\_, it has not yet been demonstrated that \_\_\_\_\_
316. Although Smith argues that \_\_\_\_\_, a better way to **frame** [55] the issue is \_\_\_\_\_
317. This finding is congruent with the work of Smith (1799), **which/who** [56] \_\_\_\_\_
318. Smith (cited in Jones, 1799) defines \_\_\_\_\_ as \_\_\_\_\_
319. As Smith (1799) points out from Jones' research, \_\_\_\_\_
320. Smith's argument builds on Jones'. In other words, \_\_\_\_\_
321. Drawing on the work of Jones, Smith highlights \_\_\_\_\_
322. Smith, **drawing on** [57] Jones, defined \_\_\_\_\_ as \_\_\_\_\_
323. According to Smith, "\_\_\_\_\_" Jones went even further and claimed that \_\_\_\_\_
324. Smith claimed that \_\_\_\_\_. In a similar vein, Smith also found that \_\_\_\_\_
325. Smith (cited in Jones, 1799) defines \_\_\_\_\_ as \_\_\_\_\_
326. Smith claims that \_\_\_\_\_ (as cited in Jones, 1799, p. 99).
327. In this study, Smith et al. (1799) largely confirm Jones' findings.
328. In his 1799 study, Smith \_\_\_\_\_. Other scholars such as Jones have further analyzed \_\_\_\_\_
329. Both Smith and Jones \_\_\_\_\_. However, while the **former** \_\_\_\_\_, the **latter** [58] \_\_\_\_\_

## GRAMMAR AND VOCABULARY TIPS 6

[50] Key word: **pose**

In this example, *pose* is a more formal way of saying *ask*. Another common meaning of *pose* is *represent*, and it is often used with the following words: *a (serious) problem, challenge, threat, risk*.

[51] Subject/verb agreement: **complex subjects (I)**

Notice that *demonstrates* agrees with *work (it)* rather than with *Smith et al. (they)*.

[52] Subject/verb agreement: **complex subjects (II)**

Notice that the verb agrees with *each* rather than with the plural noun: *Each of the respondents was (NOT “were”) asked to complete a 10-item questionnaire*.

[53] Relative clauses: **which/that**

When the relative pronoun *which* is preceded by a comma (i.e., when it adds extra information to a clause), it can't be replaced by *that*:

- a. *These are the research questions which/that inspired the present study.*
- b. *Smith's study, which (NOT “that”) was published in 2015, has a number of flaws.*

[54] Linking ideas: **association**

You can also use *related* and *intertwined* to say that there is an *association* between two ideas:

- a. *The problems of crime and unemployment are closely related.*



b. *Smith argued that domestic violence and substance abuse are inextricably intertwined.*

[55] Key word: **frame**

Here are other ways to use *frame* as a verb: *frame public policies, your argument (in academic terms), your question (precisely), the debate (in terms of social issues), the issue (in a way that resonates with people).*

[56] Relative clauses: **who/which**

Use *which* to refer to Smith's work and *who* to refer to Smith himself. Remember you can't use *that* in either case.

[57] Key word: **draw**

In the last two examples, *draw on* means *base on*. Here are other common uses of *draw*:

- a. *It is impossible to draw any firm conclusion from the results. (=reach)*
- b. *Smith drew an interesting analogy between music and language learning. (=establish)*
- c. *Jones' arguments have drawn a lot of criticism. (=attract)*

[58] Style: **former/latter**

In formal writing, *former* refers to the first of two mentioned people or things, while *latter* refers to the second. They usually appear as a pair:

*The questionnaires were distributed to teachers and students. The former were asked specific questions about methodology, while the latter answered more general questions.*

Remember: *Former* is the first word. Both *former* and *first* start with "F." *Latter* is the last word. Both *latter* and *last* start with "L."

## QUIZ 6

Correct the mistakes, if any, in sentences 1-6. Answers in the next chapter.

1. Houston's study, that dates back to the late 1980s, was extremely influential.
2. The questions were sent to all participants who answered them by e-mail.
3. Both issues are so intertwined as to be inseparable.
4. Ninety-five students were interviewed, and each of the interviews were digitally recorded.
5. Our findings suggest that students enjoy both grammar and pronunciation. They seem to believe that the former is as important as the latter.
6. Climate change poses a real threat to future generations.

## QUIZ 6 ANSWERS

1. Houston's study, WHICH dates back to the late 1980s, was extremely influential.
2. The questions were sent to all PARTICIPANTS, WHO answered them by e-mail.
3. Both issues are so intertwined as to be inseparable. CORRECT
4. Ninety-five students were interviewed, and each of the interviews WAS digitally recorded.
5. Our findings suggest that students enjoy both grammar and pronunciation. They seem to believe that the former is as important as the latter. CORRECT
6. Climate change poses a real threat to future generations. CORRECT

## 7. SAMPLING AND DATA COLLECTION

*This is the part of your paper where you describe the process by which you attempted to answer the initial research question you posed. Sentences 330-444 will help you do that.*

Participants (in this study) were...

- 330. members of \_\_\_\_\_
- 331. selected from \_\_\_\_\_
- 332. mostly of \_\_\_\_\_ origin/background.
- 333. selected based on \_\_\_\_\_
- 334. assigned to a control group and a test group.
- 335. **randomly** <sup>[59]</sup> sampled from \_\_\_\_\_
- 336. randomly selected based on \_\_\_\_\_

The target population was...

- 337. composed of \_\_\_\_\_
- 338. drawn from \_\_\_\_\_
- 339. recruited from \_\_\_\_\_
- 340. restricted to people (who) \_\_\_\_\_
- 341. defined as \_\_\_\_\_
- 342. categorized based on \_\_\_\_\_

The sample for this study...

- 343. included \_\_\_\_\_
- 344. consisted of \_\_\_\_\_
- 345. comprised \_\_\_\_\_
- 346. was taken from \_\_\_\_\_
- 347. was randomly drawn from \_\_\_\_\_
- 348. was limited to \_\_\_\_\_

- 349. Each sampling unit consisted of \_\_\_\_\_
- 350. A sample of [N] \_\_\_\_\_ was selected for **analysis** <sup>[60]</sup>.
- 351. The subjects of this study consisted of \_\_\_\_\_
- 352. A total of [N] subjects were divided based on \_\_\_\_\_

353. Among the [N] eligible subjects, \_\_\_\_\_ participated in the study.
354. Among the eligible subjects, [N] refused to participate.
355. Eligible subjects were between the ages of \_\_\_\_\_ and \_\_\_\_\_
356. [N] subjects were randomly assigned to \_\_\_\_\_
357. The control (N=x) and experimental groups (N=y) were composed of \_\_\_\_\_
358. The mean age was \_\_\_\_\_
359. Among the study cohort, [N] participants met our eligibility criteria.
360. \_\_\_\_\_ was the sole **criterion** <sup>[61]</sup> for selection.

The present study employed a [qualitative/quantitative]...

361. approach that involved \_\_\_\_\_
362. approach combining \_\_\_\_\_ and \_\_\_\_\_
363. approach to investigate \_\_\_\_\_
364. research design to investigate \_\_\_\_\_
365. research methodology **exploring** <sup>[62]</sup> \_\_\_\_\_
366. research method to examine \_\_\_\_\_
367. The research design involved \_\_\_\_\_
368. This study used a combination of qualitative and quantitative analysis tools.
369. The data collected were mostly qualitative/quantitative.
370. Data were collected through the use of \_\_\_\_\_
371. The total number of respondents **was** <sup>[63]</sup> defined by \_\_\_\_\_
372. A total of [N] responses were gathered from a sample of \_\_\_\_\_
373. \_\_\_\_\_ was/were ascertained by means of \_\_\_\_\_
374. Data were collected by means of \_\_\_\_\_
375. The data for this study come from \_\_\_\_\_
376. Additional data were gathered through \_\_\_\_\_
377. **Data** <sup>[64]</sup> on \_\_\_\_\_ were not available.

For the purpose of this study...

378. \_\_\_\_\_ was measured with \_\_\_\_\_
379. \_\_\_\_\_ is defined as follows: \_\_\_\_\_
380. \_\_\_\_\_ was defined as \_\_\_\_\_
381. \_\_\_\_\_ is defined as \_\_\_\_\_ if \_\_\_\_\_
382. \_\_\_\_\_ was classified as \_\_\_\_\_

383. \_\_\_\_\_ and \_\_\_\_\_ are not synonymous.  
384. we used a dataset provided by \_\_\_\_\_  
385. [N] \_\_\_\_\_ were asked to \_\_\_\_\_  
386. we will adopt \_\_\_\_\_

The survey was administered to [N] participants,...

387. **all of whom** [\[65\]](#) \_\_\_\_\_  
388. most of whom \_\_\_\_\_  
389. some of whom \_\_\_\_\_  
390. few of whom \_\_\_\_\_  
391. half of whom \_\_\_\_\_  
392. [N] of whom \_\_\_\_\_  
393. [N] % of whom \_\_\_\_\_  
394. of whom [N] % \_\_\_\_\_

The survey included...

395. a variety of questions on \_\_\_\_\_  
396. a set of questions designed to \_\_\_\_\_  
397. a number of open-ended and multiple-choice questions.  
398. questions to **determine** [\[66\]](#) \_\_\_\_\_  
399. an inventory of \_\_\_\_\_  
400. scales to measure \_\_\_\_\_  
401. questions taken from \_\_\_\_\_  
402. [N] questions, split evenly between \_\_\_\_\_ and \_\_\_\_\_

403. We conducted in-depth interviews with \_\_\_\_\_  
404. The interview questions to elicit \_\_\_\_\_ were of [N] kinds: \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_  
405. The main purpose of the first type of questions was to \_\_\_\_\_

All interviews...

406. ranged between \_\_\_\_\_ and \_\_\_\_\_ minutes/hours.  
407. took place between \_\_\_\_\_ and \_\_\_\_\_  
408. were digitally recorded.  
409. were audio/video taped.  
410. were transcribed verbatim.  
411. were coded and fully transcribed.

All interviews were conducted...

- 412. between \_\_\_\_\_ and \_\_\_\_\_
- 413. in English (and \_\_\_\_\_)
- 414. within the premises of \_\_\_\_\_
- 415. face-to-face.
- 416. by telephone/via Skype.

Participants completed a questionnaire...

- 417. to determine \_\_\_\_\_
- 418. to elicit \_\_\_\_\_
- 419. that measured \_\_\_\_\_
- 420. that attempted to gain insight into \_\_\_\_\_
- 421. designed to provide data on \_\_\_\_\_
- 422. designed to evaluate/assess \_\_\_\_\_
- 423. consisting of [N] **discrete** <sup>[67]</sup> items.

Participants completed a questionnaire in which they...

- 424. indicated (whether) \_\_\_\_\_
- 425. were asked to \_\_\_\_\_
- 426. provided information about \_\_\_\_\_
- 427. rated \_\_\_\_\_ in terms of \_\_\_\_\_
- 428. rated the importance of \_\_\_\_\_ on a [N]-point scale.

429. All participants were asked to read and sign a consent form.

430. From the [N] completed questionnaires, [N]% were fully usable.

431. The overall response rate was [N]%.

432. Self-reported data were gathered on gender, age and \_\_\_\_\_

433. The association between \_\_\_\_\_ and \_\_\_\_\_ was examined using \_\_\_\_\_, with significance set at [N].

434. Next, \_\_\_\_\_ analyses were used to determine \_\_\_\_\_

435. We examined whether \_\_\_\_\_. For this, we conducted two experiments in which \_\_\_\_\_

436. I reviewed findings from a number of recent studies that \_\_\_\_\_

437. \_\_\_\_\_ was based on participants' accounts of \_\_\_\_\_

438. Fieldwork was undertaken over a [N]-day <sup>[68]</sup>/week/month/year period.

Full-text copies of \_\_\_\_\_ were accessed digitally/obtained from [source].

- 439. **potentially** [\[69\]](#) relevant studies
- 440. studies of possible relevance
- 441. potentially eligible articles
- 442. randomized trials
- 443. relevant legislation
- 444. relevant **theses** [\[70\]](#) and dissertations



## GRAMMAR AND VOCABULARY TIPS 7

[59] Key word: **random**

Both *random* (adjective) and *randomly* (adverb) are very common in academic writing. Study these examples:

- a. *The names are listed in random order.*
- b. *We interviewed a random sample of students.*
- c. *Questionnaires were sent to a random selection of households.*
- d. *The group to be studied was selected on a random basis.*
- e. *The interviewees were chosen randomly.*
- f. *Each doctor surveyed 15 patients selected randomly.*

[60] Spelling: **analysis**

Remember:

- a. *Analysis*: singular noun
- b. *Analyses*: plural noun
- c. *Analyze*: verb (American English)
- d. *Analyse*: verb (British English)

[61] Singular vs. plural: **criterion/criteria**

*Criteria* is plural; *criterion* is singular:

- a. *The criteria were* (NOT “was”) *clear.*
- b. *This was the main criterion* (NOT “criteria”) *we used.*

[62] Relative clauses: **reduced relative clauses (I)**

This use of the *-ing* form (*exploring*) is an example of a reduced relative clause:

*The present study employed a qualitative methodology exploring the subjects' attitudes to American culture.*

= *The present study employed a qualitative methodology that explored the subjects' attitudes to American culture.*

[63] Subject/verb agreement: **number**

Notice that *was* agrees with *number* rather than *respondents*.

[64] Subject/verb agreement: **data**

You can use *data* as a mass noun (*the data is/the data shows*) or a count noun (*the data are/the data show*). Both are considered standard in modern English. Academic English, however, still tends to favor the use of a plural verb after *data*:

*The data suggest that our initial hypotheses were correct.*

[65] Tricky pairs: **all** and **both/none** and **neither**

Use *all*, *both*, *none* or *neither* before *whom* depending on the number of people being referred to:

- a. *All of whom*: 3 people or more
- b. *Both of whom*: 2 people
- c. *None of whom*: 3 people or more
- d. *Neither of whom*: 2 people

[66] Key word: **determine**

You can use a variety of structures after *determine*: *the number of...*, *the amount of...*, *the percentage of...*, *whether or not...*, *the extent of...*, *the extent to which...*, *the degree of...*, *the degree to which...*

[67] Tricky pair: **discrete/discreet**

Don't confuse *discrete* (*individual, separate*) with *discreet* (*quiet and cautious*):

- a. *For the purpose of this study, participants were divided into discrete categories.*
- b. *My personal assistant is very discreet. I know my secrets are safe with him.*

[68] Singular vs. plural: **compound adjectives**

Notice the use a singular noun in phrases such as:

- a. *A two-week experiment* (NOT “a two-weeks experiment”)
- b. *A four-year project* (NOT “a four-years project”)

[69] Spelling: **-ly adverbs**

If you are not sure whether an adverb contains one or two “Ls”, look at the adjective. If it already has an “L”, there should be two:

- a. *Potential/Potentially*
- b. *Extreme/Extremely*
- c. *Quick/Quickly*
- d. *Real/Really*

[70] Singular vs. plural: **-sis/-ses**

*Theses* is the plural of *thesis*. Other words that follow this pattern include:

- a. *analyses* (plural)/*analysis* (singular)
- b. *hypotheses* (plural)/*hypothesis* (singular)
- c. *diagnoses* (plural)/*diagnosis* (singular)

## QUIZ 7

Correct the mistakes, if any, in sentences 1-6. Answers in the next chapter.

1. Twenty-five PhD thesis were analyzed.
2. In this study, we attempt to determine the extent to which these processes can be standardized.
3. The number of subjects affected by the disease were higher than expected.
4. The data were analyzed using the SAS statistical program.
5. Separate analysis were carried out, with each discreet item defined as a dependable variable.
6. Each criteria was awarded a value between 0 and 4.

## QUIZ 7 ANSWERS

1. Twenty-five PhD THESES were analyzed.
2. In this study, we attempt to determine the extent to which these processes can be standardized. CORRECT
3. The number of subjects affected by the disease WAS higher than expected.
4. The data were analyzed using the SAS statistical program. CORRECT
5. Separate ANALYSES were carried out, with each DISCRETE item defined as a dependable variable.
6. Each CRITERION was awarded a value between 0 and 4.

## 8. DATA ANALYSIS AND DISCUSSION

*This section is in many ways the heart of your paper. It is where you tie together your initial research questions, the data you collected and the previous research that informed your thinking. In this section, you should also acknowledge the limitations of your study and, when appropriate, suggest future research avenues. Sentences 445-600 will help you do that.*

- 445. This study used qualitative/quantitative techniques to analyze \_\_\_\_\_
- 446. We analyzed the relationship between \_\_\_\_\_ and \_\_\_\_\_
- 447. We conducted all analyses using \_\_\_\_\_
- 448. The analysis was based on \_\_\_\_\_
- 449. The data were analyzed using [N] different approaches.
- 450. Content analysis was **undertaken** [71] to determine \_\_\_\_\_
- 451. The data were submitted to content analysis.
- 452. The data from \_\_\_\_\_ were **weighted** [72] to make them \_\_\_\_\_

### ***On the use of active/passive voice:***

*Sentences 445-447 are in the active voice, while 448-452 are in the passive voice. Different academic disciplines tend to favor one or the other, so be sure to follow the guidelines set by your institution.*

- 453. The results analysis consists of [N] stages.
- 454. The datasets for \_\_\_\_\_ span the period from \_\_\_\_\_ to \_\_\_\_\_
- 455. Before we analyze the data, it would be wise to \_\_\_\_\_
- 456. Outside variables were excluded from \_\_\_\_\_
- 457. Extraneous variables were controlled by \_\_\_\_\_
- 458. \_\_\_\_\_ was considered a dependent/an independent variable.
- 459. Additional variables were derived from \_\_\_\_\_
- 460. Data on several variables were used to \_\_\_\_\_
- 461. The data were normalized by \_\_\_\_\_ to [N].
- 462. The correlation between \_\_\_\_\_ was calculated to evaluate \_\_\_\_\_
- 463. Table [N] presents \_\_\_\_\_

464. Table [N] and [N] highlight \_\_\_\_\_
465. The percentages in the table represent \_\_\_\_\_
466. Not included in table [N] is/are \_\_\_\_\_
467. It can be **inferred**<sup>[73]</sup> from table [N] that \_\_\_\_\_
468. A cursory glance at table [N] reveals that \_\_\_\_\_
469. Figure [N] is a graphic summary of \_\_\_\_\_
470. The horizontal axis describes \_\_\_\_\_, **while**<sup>[74]</sup> the vertical axis highlights \_\_\_\_\_
471. The mean/median values of \_\_\_\_\_ are shown in figure/table [N].
472. Figure [N] shows the mean values for \_\_\_\_\_
473. Table [N] shows the median values for \_\_\_\_\_
474. There was a significant difference in mean values across \_\_\_\_\_
475. There was a slight difference in median values across \_\_\_\_\_
476. As shown in figure/table [N], a significant difference in mean/median levels was observed.
477. Table [N] shows the mean/median values (ranging from [N] to [N]) of \_\_\_\_\_

#### Means and standard deviations...

478. were [N] and [N].
479. were determined through \_\_\_\_\_
480. were obtained from \_\_\_\_\_
481. were computed using \_\_\_\_\_
482. were calculated for each \_\_\_\_\_
483. are presented in table [N].
484. are reported in table [N].
485. for \_\_\_\_\_ are shown in table [N].
486. Results were considered significant if  $p \leq / > [N]$ .
487. There was no statistical difference between \_\_\_\_\_ and \_\_\_\_\_

#### Statistical significance was...

488. accepted at the [N] level.
489. set at  $P = [N]$ .
490. determined by \_\_\_\_\_
491. assessed by \_\_\_\_\_
492. reached in all cases.

493. not achieved due to \_\_\_\_\_

494. A positive correlation was obtained between \_\_\_\_\_ and \_\_\_\_\_

495. Correlations between \_\_\_\_\_ and \_\_\_\_\_ were negative and statistically significant.

496. Correlations between \_\_\_\_\_ and \_\_\_\_\_ were positive but statistically insignificant.

497. Significant correlations were obtained between \_\_\_\_\_ and \_\_\_\_\_

498. No significant correlations were obtained between \_\_\_\_\_ and \_\_\_\_\_

499. \_\_\_\_\_ was positively correlated with \_\_\_\_\_

500. \_\_\_\_\_ correlated negatively with \_\_\_\_\_

Our findings...

501. fall into [N] broad categories: \_\_\_\_\_

502. can be divided into [N] categories: \_\_\_\_\_

503. can be compared to results of earlier studies that \_\_\_\_\_

504. provide strong evidence (that) \_\_\_\_\_

505. reveal a high rate of \_\_\_\_\_

The risk of bias...

506. was rated as low/high for each \_\_\_\_\_

507. was low in \_\_\_\_\_, high in \_\_\_\_\_ and unclear in \_\_\_\_\_

508. was evaluated according to \_\_\_\_\_

509. in \_\_\_\_\_ was assessed by \_\_\_\_\_

The results yielded...

510. some interesting findings.

511. no signs of \_\_\_\_\_

512. no proof of \_\_\_\_\_

513. no significant correlation between \_\_\_\_\_ and \_\_\_\_\_

514. no statistically significant relationships between \_\_\_\_\_ and \_\_\_\_\_

515. additional evidence of \_\_\_\_\_

The data provide preliminary evidence...

516. and theoretical support for \_\_\_\_\_

517. that \_\_\_\_\_ may be related to \_\_\_\_\_

518. that \_\_\_\_\_ could be useful in \_\_\_\_\_



- 519. for the theory described in section \_\_\_\_\_
- 520. to suggest that \_\_\_\_\_
- 521. of the extent to which \_\_\_\_\_

The data provide convincing evidence...

- 522. in favor of \_\_\_\_\_
- 523. against \_\_\_\_\_
- 524. that \_\_\_\_\_
- 525. showing that \_\_\_\_\_
- 526. demonstrating that \_\_\_\_\_
- 527. that \_\_\_\_\_ is a key component of \_\_\_\_\_
- 528. of a link between \_\_\_\_\_ and \_\_\_\_\_
- 529. of a strong association between \_\_\_\_\_ and \_\_\_\_\_
- 530. against the hypothesis that \_\_\_\_\_
- 531. for the claim that \_\_\_\_\_

- 532. These figures suggest that \_\_\_\_\_ **regardless of** <sup>[75]</sup> \_\_\_\_\_
- 533. These findings would suggest that \_\_\_\_\_
- 534. \_\_\_\_\_ show(s) particularly interesting patterns.
- 535. [N] additional findings support these conclusions.
- 536. The present data are consistent with \_\_\_\_\_
- 537. Our findings are consistent with previous results showing \_\_\_\_\_
- 538. Results obtained by \_\_\_\_\_ are consistent with our findings.
- 539. As in previous studies, the results of this analysis confirm that \_\_\_\_\_
- 540. An interesting side finding was that \_\_\_\_\_
- 541. The general picture **emerging** <sup>[76]</sup> from the analysis is that \_\_\_\_\_
- 542. Overall, these studies provide support for the validity of \_\_\_\_\_
- 543. Taken altogether, the data presented here provide evidence that \_\_\_\_\_
- 544. Contrary to our expectations, \_\_\_\_\_
- 545. It might seem counterintuitive that \_\_\_\_\_, but \_\_\_\_\_
- 546. These findings are less surprising if we consider \_\_\_\_\_
- 547. A possible reason for this discrepancy might be that \_\_\_\_\_
- 548. A possible interpretation of this finding is that \_\_\_\_\_
- 549. A related idea which might explain \_\_\_\_\_ is \_\_\_\_\_
- 550. There is still some doubt **as to** <sup>[77]</sup> whether \_\_\_\_\_
- 551. The hypothesis that \_\_\_\_\_ needs further support.
- 552. A further complication for the present hypothesis is that \_\_\_\_\_

553. Several findings of this study warrant further discussion, such as \_\_\_\_\_
554. We would encourage researchers to examine \_\_\_\_\_
555. At present we are not in a position to determine \_\_\_\_\_
556. In light of \_\_\_\_\_, few conclusions can be drawn from \_\_\_\_\_
557. Given \_\_\_\_\_, our findings should not be over-interpreted.
558. Our findings suggest a need for greater \_\_\_\_\_

Our findings are not generalizable...

559. beyond the study sample.
560. beyond the population studied.
561. beyond the participants interviewed.
562. beyond the subset examined.
563. beyond this study.
564. beyond this case study.
565. beyond this population.
566. to other settings.
567. to a larger population.
568. to the entire \_\_\_\_\_
569. to \_\_\_\_\_ as a whole.
570. to every \_\_\_\_\_
571. to all \_\_\_\_\_
572. Our dataset \_\_\_\_\_ was limited to \_\_\_\_\_. **Therefore** [\[78\]](#), these findings are not generalizable beyond/to \_\_\_\_\_

Future research will have to...

573. clarify (whether) \_\_\_\_\_
574. confirm (whether) \_\_\_\_\_
575. determine (whether) \_\_\_\_\_
576. look into \_\_\_\_\_
577. assess the extent to which \_\_\_\_\_
578. shed light on \_\_\_\_\_
579. address \_\_\_\_\_ in more detail.
580. ascertain the veracity of \_\_\_\_\_
581. investigate to what extent \_\_\_\_\_
582. meet the challenge of \_\_\_\_\_

Future studies will have to...

- 583. explore \_\_\_\_\_
- 584. continue to explore \_\_\_\_\_
- 585. focus on \_\_\_\_\_
- 586. concentrate on \_\_\_\_\_
- 587. look at ways to \_\_\_\_\_
- 588. consider how \_\_\_\_\_
- 589. evaluate \_\_\_\_\_ against \_\_\_\_\_
- 590. further investigate \_\_\_\_\_
- 591. **further** [\[79\]](#) our understanding of \_\_\_\_\_
- 592. investigate the role of \_\_\_\_\_
- 593. isolate the effects of \_\_\_\_\_
- 594. differentiate between \_\_\_\_\_ and \_\_\_\_\_
- 595. address the issue of \_\_\_\_\_
- 596. **take** \_\_\_\_\_ **into account** [\[80\]](#).
- 597. account for \_\_\_\_\_
- 598. examine the circumstances under which \_\_\_\_\_
- 599. identify mechanisms through which \_\_\_\_\_
- 600. clarify the relationship between \_\_\_\_\_ and \_\_\_\_\_

## GRAMMAR AND VOCABULARY TIPS 8

[71] Key word: **undertake**

The verb *undertake* is frequently used in academic writing. You can *undertake an analysis, a task, a project, research, an investigation into something, an initiative to do something*.

[72] Key word: **weight**

The verb *weight* (NOT weigh) is commonly used in academic writing. Study these examples:

- a. *The sample was weighted to match the national average.*
- b. *The results were weighted to allow for variations in the sample.*
- c. *The data were weighted to represent the target population.*

[73] Tricky pair: **infer/imply**

*Infer* and *imply* are opposites, like *go* and *come*, *take* and *bring*, *speak* and *hear*. *Imply* is to hint at something, while *infer* means to make an educated guess:

- a. *From these facts we can infer that inflation has dropped.*
- b. *The report implies that one million jobs might be lost.*

Remember: The speaker does the *implying*, while the listener does the *inferring*.

[74] Linking ideas: **while/as opposed to/unlike**

*While*, *as opposed to* and *unlike* are used to express contrast:

- a. *While the data might be limited in scope, the rate of success is significant.*

- b. *Whereas previous research has focused on EFL, this study is mostly concerned with ESL.*
- c. *Unlike recent studies on acupuncture, ours focuses on its mainstream appeal.*
- d. *To eliminate outliers, we used median, as opposed to mean values.*

[75] Style: **regardless of/irrespective of**

Besides *regardless of*, you can also use *irrespective of* to say that X is not affected by Y. *Irrespective of* is slightly more formal. Remember: “Irregardless” is considered nonstandard.

[76] Relative clauses: **reduced relative clauses with –ing (II)**

The use of the *-ing* form in *emerging* replaces a *that/which* relative clause. You can use reduced relative clauses with *-ing* to make your writing less wordy. Compare sentences A and B:

- a. *The general picture emerging from the analysis is that...*
- b. *The general picture that/which emerges from the analysis is that...*

[77] Style: **as to**

*As to* is a more formal way of saying *about*, and it is often followed by a *wh-* word:

- a. *There is no consensus as to why this might be the case.*
- b. *Decisions as to what constitutes risky behavior were made at the outset of the study.*
- c. *Participants gave a number of suggestions as to how the issue could be addressed.*

[78] Punctuation: **therefore**

Notice the use of periods, commas and semi-colons with *therefore* to express cause and consequence:

- a. *Our findings may be biased. Therefore, further research is necessary.*
- b. *Our findings may be biased; therefore, further research is necessary.*
- c. *Our findings may be biased. Further research is, therefore, necessary.*

A comma can't precede *therefore* if it's followed by an independent clause:  
WRONG: "Our findings may be biased, therefore, further research is necessary."

[79] Key word: **further**

In examples a-c below, notice that the first *further* is an adverb that means *beyond what has already been done*, while the second one is a verb that means to *promote*. *Further* can also be used as an adjective, as shown in example C:

- a. *The subject's health problems were further complicated by a previously-undetected heart condition.* (adverb)
- b. *Subjects were asked how they intended to further their personal and professional development.* (verb)
- c. *For further details, refer to page 22.* (adjective)

[80] Key phrase: **take into account**

When you *take something into account* (or *take into account something*), you consider it when judging a situation:

- a. *We recommend that practitioners take recent research into account.*
- b. *It is important to take into account the fact that participants might have misunderstood the question.*

*Take [x] into account* generally works better when [x] is a short word or phrase. *Take into account [x]* is preferable when [x] is a longer phrase.

## QUIZ 8

Correct the mistakes, if any, in sentences 1-6. Answers in the next chapter.

1. These findings, therefore, provide evidence for a link between birth order and general intelligence.
2. The survey included questions as to whether respondents had experienced any health symptoms.
3. Further research should be undertaken to ascertain the veracity of these findings.
4. Table 1 shows the pre-test scores, as opposed to table 2 contains the post-test scores.
5. Each of these factors were weighted according to their relative importance.
6. To date, there has been little research on the consequences of e-cigarette use. Therefore, the present study seems especially relevant.

## QUIZ 8 ANSWERS

1. These findings, therefore, provide evidence for a link between birth order and general intelligence. CORRECT
2. The survey included questions as to whether respondents had experienced any health symptoms. CORRECT
3. Further research should be undertaken to ascertain the veracity of these findings. CORRECT
4. Table 1 shows the pre-test scores, WHILE table 2 contains the post-test scores.
5. Each of these factors WAS weighted according to their relative importance.
6. To date, there has been little research on the consequences of e-cigarette use. Therefore, the present study seems especially relevant. CORRECT



## ABOUT THIS BOOK

I first felt the need for a book like this back in 1998, when I did my MA in Applied Linguistics at Lancaster University (UK).

Whenever I started a new assignment, I usually knew exactly what I wanted to write and had no trouble organizing my ideas. What I lacked was a wider repertoire of sentences like “A cursory glance at... reveals that...” or “... is beyond the scope of this paper.” Without that kind of language, I feared I would never truly belong to that kind of discourse community.

So here’s what I used to do: After each and every scientific article I read, I made a list of useful phrases and sentence “templates” that I could include in my own writing. This turned out to be a wise move. When I eventually wrote my dissertation, I was able to use at least 25-30% of the hundreds of sentences I’d compiled.

Fortunately, I never deleted that list.

Back in 2013, as I was purging some old files, I stumbled upon the original Word document and wondered if other people might find my list useful. So I handpicked 70 sentences and turned them into a blog post, which, at the time, I hastily dismissed as a novelty no one would pay attention to. I couldn't have been more wrong.

To my surprise, those 70 sentences went on to become my most popular post to date, with an average of 700 daily visits. It definitely looked as if I was on to something.

So, one day, I had a crazy idea: What if that blog post became a book?

So, in January 2015, I started compiling a brand new list, which forced me to read hundreds of academic papers beyond the field of Applied Linguistics (my area of expertise). I read lab reports, medical experiments, doctoral theses on urban planning, literature reviews on quantum physics, you name it. By December, I had amassed nearly a thousand sentence

frames. But the book was still far from finished, of course.

The next step was to organize those sentences logically, check them for naturalness/frequency against corpus data, trim the list down to 600 items and write language tips that both native and non-native speakers might find useful.

And that was the part that nearly drove me insane. I lost count of the number of times I considered scrapping the whole project, but a little voice inside my head urged me to keep going.

I don't know what the future has in store for *The Only Academic Phrasebook You'll Ever Need*, but if it can help at least 1,000 people the way my list helped me back in the 1990s, my sleepless nights will have been worth the effort.

Thanks, again, for downloading this book. Here's how you can reach me:

[luizotaviobarros@gmail.com](mailto:luizotaviobarros@gmail.com)

[luizotavio.com](http://luizotavio.com)

facebook.com/thinkELT

Luiz Otávio Barros

November 2016