

# Thesis Writing Workshop

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# Outline

- 1. The Importance of Process Writing**
- 2. The Structure of a Research Paper**
- 3. Critical Thinking**
- 4. Referencing**
- 5. Academic Style**
- 6. Vocabulary**



# I. General Challenges

What do you find most difficult about writing in English?

# I. The Importance of Process Writing

- Writing in different stages:
  1. Brainstorming
  2. Select and reject
  3. Create first draft (focus on content!)
  3. Possible peer revision(s)
  4. Second draft (focus on content and structure!)
  5. Possible peer revision(s)
  6. Final draft (focus on content, structure and language!)
  
- To recapitulate: focus more on content and structure first and then attend to language later (make sure you have time to edit and proofread!).
  
- Also! Remember to keep track of your sources and notes!

## 2. The Structure of a Research Paper

- There are many different types or genres of academic writing.
- Whatever the genre, there are certain things that are common to all. All academic writing:
  - uses evidence to support the points it makes;
  - **uses structure and order to guide the reader through the writing;**
  - contains references for anyone else's ideas or work used;
  - adheres to a certain style: clear and concise.

(Gillett et al., 2009, p. 6)

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## 2. The Structure of a Research Paper

- Readers have the expectation that information will be presented in a structured format that is appropriate for the particular type of text.
- Even short pieces of writing have regular, predictable patterns of organisation.
- The traditional division of an experimental paper in science and technology is based on the **IMRAD** pattern:
  - I**ntrouction
  - M**ethod
  - R**esults
  - A**nd
  - D**iscussion
- These papers are not designed to be read in sequential order.

## 2. The Structure of a Research Paper

➤ The **IMRAD** structure in more detail:

Title and Abstract

(Table of Contents)

1. Introduction

2. Method

2.1

2.2

3. Results

4. Discussion

5. Summary and Conclusion

Reference list

Appendices

## 2. The Structure of a Research Paper – Introduction

- A common structure for research-article introductions is the CARS model (**C**reate a **R**esearch **S**pace) consisting of three "moves":

### Move 1: Establishing a research territory

- by showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional)
- by introducing and reviewing items of previous research in the area (obligatory)**

### Move 2: Establishing a niche

by indicating a gap in the previous research or by extending previous knowledge in some way (obligatory)

### Move 3: Occupying the niche

- by outlining purposes or stating the nature of the present research (obligatory)**
- by listing research questions or hypotheses (PISF\*)
- by announcing principal findings (PISF\*)
- by stating the value of the present research (PISF\*)
- by indicating the structure of the RP (PISF\*)





## 2. The Structure of a Research Paper – Introduction

### Foot-Ankle Injuries: Influence of Crash Location, Seating Position and Occupant Age

In recent years, research into non-fatal injuries in automobile accidents has increased. Due to the reduction in serious and fatal injuries to the head, chest and abdomen thanks to improved occupant restraints with airbags and other crashworthiness countermeasures, foot-ankle injuries caused by the footroom have increased in relative importance. More effort is now being exerted on lower extremity protection, including footroom intrusion and lower leg acceleration.

Move 1: establishing importance of research+reason for topic

Miller *et al.* (1993) carried out an extensive analysis of national databases and found that lower extremity injury accounted for significant medical costs ranging.... The majority of lower extremity injuries are characterized as.... Lestine *et al.* (1992) found lower leg injuries.... Severe lower leg injuries often lead to long-term disability and impairment... (Pattimore *et al.*, 1990).

Move 1: reviewing previous work

However, the exact mechanism for foot-ankle injury in car crashes remains unclear. In general, these injuries are produced by.... Some field studies found.... Morgan *et al.* (1991) have described six different mechanisms....

Move 2: preparing reader for present study

The objective of this study is to determine the influence of crash location, seating position and occupant age on the frequency and relative risk of foot-ankle injury by analyzing the Folksam database.

Move 3: introducing present study (purpose, scope and data source)

## 2. The Structure of a Research Paper – Introduction

- Identify the different moves in the following introduction:

America's population is growing older. According to the U.S. Bureau of the Census, it is anticipated that if this trend in growth continues, by the year 2030, there will be approximately 70 million Americans aged 65 or over. The growing size of America's population of seniors has drawn attention to its economic and social well-being. Several studies have examined issues related to the present and future provision and quality of community-based services for the elderly (xxxx). Furthermore, governments, foundations, non-profit organisations, and other stakeholders continue to work on how to provide cost-effective community-based services to members of the society, including the elderly. One approach has been an emphasis on community collaborations to address the planning and delivery of such services. Funding agencies (e.g., U.S. Department of Housing and Urban Development [HUD]) have encouraged university-community collaborations. An example is HUD's Community Outreach Partnership Centers initiative, which involves university faculty, staff, students, and community residents and agencies/groups as partners in the development and implementation of research/community programs. Little, however, is known about participants' views of university-community collaborations. Human-service agency workers are major participants of university-based collaborations; hence, the purpose of this study was to investigate their views of community-based services to the elderly in northwest Ohio. In particular, the study sought to provide an avenue for them to communicate their understanding of university-community agency collaborations and identify how their agencies can work collaboratively with the university.



## 2. The Structure of a Research Paper – Introduction

America's population is growing older. According to the U.S. Bureau of the Census, it is anticipated that if this trend in growth continues, by the year 2030, there will be approximately 70 million Americans aged 65 or over. The growing size of America's population of seniors has drawn attention to its economic and social well-being. Several studies have examined issues related to the present and future provision and quality of community-based services for the elderly (xxxx). Furthermore, governments, foundations, non-profit organisations, and other stakeholders continue to work on how to provide cost-effective community-based services to members of the society, including the elderly. One approach has been an emphasis on community collaborations to address the planning and delivery of such services. Funding agencies (e.g., U.S. Department of Housing and Urban Development [HUD]) have encouraged university-community collaborations. An example is HUD's Community Outreach Partnership Centers initiative, which involves university faculty, staff, students, and community residents and agencies/groups as partners in the development and implementation of research/community programs. Little, however, is known about participants' views of university-community collaborations. Human-service agency workers are major participants of university-based collaborations; hence, the purpose of this study was to investigate their views of community-based services to the elderly in northwest Ohio. In particular, the study sought to provide an avenue for them to communicate their understanding of university-community agency collaborations and identify how their agencies can work collaboratively with the university.



## 2. The Structure of a Research Paper – Methods

- The purpose of the *methods section* is to accurately describe the experimental set-up, the methodology of the study, and the material(s) used.

### 2. Material and method

An experiment was designed in which...

#### 2.1. Subjects

Ten male university students (18-29 years old) were recruited....

#### 2.2. Apparatus

The experimental work station was an adjustable table....

#### 2.3. Procedure

Subjects were given a verbal description of the task. To....

#### 2.4. Experimental design and data analysis

The study was a 2x3 repeated-measures design to examine....

## 2. The Structure of a Research Paper – Results

- The *results section* typically reports the findings of the study without making comments on the findings.

### 3. Results

For each experimental condition, peak force was significantly greater than steady-state force at the  $p = 0.01$  level. The average difference between peak and steady-state force for the six experimental conditions ranged from 28 to 65% (mean = 54%).

For steady-state force, the main effects of load and COF were statistically significant.... A five-fold increase in load (7.5 to 41.5 N) resulted in a three-fold increase in steady-state force (9.6 to 31.1 N) for sandpaper and a....

## 2. The Structure of a RP – Discussion and Conclusion

- The distinction between the Discussion and the Conclusion is mainly a question of convention within fields of study and journals.
  
- The purpose of the **Discussion** is to:
  - a) interpret the results;
  - b) relate your results to those of previous work;
  - c) explain discrepancies in your results;
  - d) make inferences from them.
  
- This purpose of the **Conclusion** is to:
  - a) indicate closure by stating your inferences from your discussion and by generalising to a wider context.

## 2. The Structure of a Research Paper – Discussion

➤ The structure of the Discussion:

**Move 1: Background information:** (research purposes, theory, methodology)  
(optional)



**Move 2: Summarising and reporting key results (obligatory)**



**Move 3: Commenting on the key results** (making claims, explaining the results, comparing the new work with the previous studies, offering alternative explanations) (**obligatory**)



**Move 4: Stating the limitations of the study** (optional)



**Move 5: Making recommendations for future implementation and/or for future research** (optional)

## 2. The Structure of a Research Paper – Discussion

➤ Identify the different moves in the following Discussion:

The effect of friction (COF) on both steady-state and peak pinch force depended on the load and was statistically significant only at the highest (41.5 N) load (table 2). Thus, the participants seemed insensitive to friction at lower loads. This finding is consistent with that of Westling and Johansson (1984) whose graphical presentation of data suggested a similar load-dependent friction effect. Although their results were not tested for statistical differences, the investigators reported that the slope of the linear function between load and pinch force was determined by COF. Their data did suggest, however, a noticeable COF effect in the load range of 0.1 to 10 N using 320-grit sandpaper, suede and silk.

By contrast, in the present study, no COF effect was found at the lower load, 7.5 N. A direct comparison of the results of Westling and Johansson's study (1984) to those of the present study are difficult because of the difference in the type of tasks, i.e. static versus dynamic. Additional force undoubtedly must be used to ensure control of the test apparatus owing to inertial effects of moving it from side to side to ensure control as well as repeatedly grasping and regrasping it. Thus, at loads requiring a low proportion of strength (MVC), the potential for variation in applied pinch force and “over gripping” is greater than at loads that require forces closer to the maximum because of the extra pinch force capacity available.

Also, to prevent fatigue and injury at higher weight levels, an individual will probably more force than is necessary to prevent dropping the object.



## 2. The Structure of a Research Paper – Discussion

Move 2: Summarising and reporting key results.

COF) on both steady-state and peak pinch force depended on the load, being significant only at the highest (41.5 N) load (table 2). Thus, the participants were insensitive to friction at lower loads. This finding is consistent with that of Westling and Johansson (1984) whose graphical presentation of data suggested a similar load-dependent friction effect. Although their results were not tested for statistical differences, the investigators reported that the slope of the linear function between load and force was determined by COF. Their data did suggest, however, a noticeable range of 0.1 to 10 N using 320-grit sandpaper, suede and silk.

Move 3: Comparing the new work with a previous study.

By contrast, in the present study, no COF effect was found at the lower load, 7.5 N. A direct comparison of the results of Westling and Johansson's study (1984) to those of the present study are **difficult** because of the difference in the type of tasks, i.e. static versus dynamic. Additional force **undoubtedly** must be used to ensure control of the test apparatus owing to inertial effects of moving it from side to side to ensure control as well as repeatedly grasping and regrasping it. Thus, at loads requiring a low proportion of strength (MVC), the potential for variation in applied pinch force and "over gripping" is greater than at loads that require forces closer to the maximum because of the extra pinch force capacity available.

Also, Attitude markers characteristic of a Discussion since results are being analysed and interpreted. At higher weight levels, an individual will **probably** use force to prevent dropping the object.



## 2. The Research Paper – linguistic features

➤ Frequencies of linguistic features across the different sections:

	<b>Introduction</b>	<b>Methods</b>	<b>Results</b>	<b>Discussion</b>
<b>Present tense</b>	high	low	low	high
<b>Past tense</b>	mid	high	high	mid
<b>Present perfect</b>	mid	low	low	mid
<b>Passive</b>	low	high	variable	variable
<b>Citations</b>	high	low	variable	high
<b>Hedges</b>	mid	low	mid	high
<b>Evaluative comments</b>	high	low	variable	high

## 3. Critical Thinking

- As a university student, you are expected to think critically and not just passively accept everything you read and hear.
  
- Critical thinking is a complex process of deliberation that involves:
  - a) identifying other people's positions, arguments, and conclusions;
  - b) questioning, analysing, evaluating, and synthesising information;
  - c) providing evidence to support and illustrate your argument;
  - d) selecting the best examples to support and illustrate your point;
  - e) constructing a line of reasoning to guide your audience through the evidence and lead them towards your conclusion.



## 3. Critical Thinking

Compare the following extracts from essays.

1. Which extract is a better example of critical writing?
2. What features are more apparent in the better extract?

## 3. Critical Thinking

### Extract I:

Martindale (2003) states that Anne Kelley, a neuroscientist at the University of Wisconsin Medical School in Madison, claims that she has discovered that rats who overindulge in tasty foods show marked, long-lasting changes in their brain chemistry similar to those caused by extended use of morphine or heroin. When she looked at the brain of rats that received highly palatable food for two weeks, she saw a decrease in gene expression for enkephalin in the nucleus accumbens. "This says that mere exposure to pleasurable, tasty foods is enough to change gene expression, and that suggests you could be addicted to food" (Martindale, 2003, p. 43).

## 3. Critical Thinking

### Extract 2:

The consequences of not moderating the intake of fast food are rather alarming. Experiments on rats carried out at the University of Wisconsin Medical School in Madison indicate that overindulgence in foods high in sugars and fats results in long-lasting changes to the brain chemistry similar to those caused by extended use of morphine or heroin. According to Martindale, the results highlight that “...mere exposure to pleasurable, tasty foods is enough to change gene expression, and that suggests you could be addicted to food” (2003, p. 43). A consequence of eating fast food is therefore a tendency to become addicted to it. As addiction means an abnormal dependency on something (Collins, 1984), there is perhaps a cause for concern. It is clearly important that people are made aware of the potential threat of fast food. Coupled with research on young American children and the rise of obesity by more than 42% over the last 25 years (Schlosser, 1998), educating people on the risks associated with fast food from an early age is essential.



### 3. Critical Thinking

Points in text	Extract 1	Extract 2
Starting sentence	Main message lost amidst references to places and people.	Introduces topic of paragraph more specifically with writer's own voice coming through.
Description of experiment	Described in too much detail.	Irrelevant detail has been omitted.
Use of reference	Quote used to make the point rather than to support it.	References are used to support writer's own point.
Synthesis of ideas	Ideas are combined well but irrelevant detail should be omitted and use of sources needs development.	Ideas from two sources are linked well in an attempt to put forward the point about educating young people.
Overall	The <i>start of a</i> good attempt at critical writing. Information is there but needs to be clearer and with better use of sources and the writer's own voice coming through.	This is a good attempt at critical writing. The writer of extract 2 has begun and ended the paragraph with their own opinion and has used the sources to support their claim.

(Gillett, Hammond & Martala, 2009, pp. 97-98)

## 4. Referencing

- Whatever writing you have to do as part of your study, there is an expectation that what you create has not come entirely from ideas in your head.
- Remember: All academic writing:
  - **uses evidence to support the points it makes;**
  - **contains references for anyone else's ideas or work used.**
- Sources can be used in many ways: to provide background information, support your arguments, or give a fuller explanation.
- If used properly, they will improve the quality of your work, showing that:
  - you are aware of the wider context of your field,
  - understand the depth and complexity of academic study.





## 4. Referencing – **avoid plagiarism!**

- Plagiarism is using someone else's words or ideas as if they were your own, and it is a serious offence.
- Students who plagiarise may fail a class or even be expelled from university.
- When you use information from an outside source without acknowledging that source, you are guilty of plagiarism.
- For more information see:  
<http://saxoinstitute.ku.dk/about/document/dokument2/>

## 4. Referencing

➤ 3 ways to insert outside information into your own writing:

1. Quote it (max. 10%; ideally less than 5%).
2. Summarize it.
3. Paraphrase it.

**Avoid plagiarism!**

## 4. Referencing – when quoting directly

- copy your quotation carefully, word for word, from your source;
- and make sure you integrate/incorporate it properly:

The notable interaction between genetics and environment makes it difficult to quantify the role of each in obesity development. Researchers stress that the population attributes up to 80% of the risk of becoming obese to genetic factors (McArdler et al. 2010). **“In an obesity-producing environment - sedentary and stressful, with ready access to inexpensive food, large-portion, high-calorie, good-tasting food – the genetically susceptible individual gains weight and possibly lots of it”** (McArdler et al. 2010 p. 787). Thus, the obesity epidemic has both environmental and genetic causes.

## 4. Referencing – when quoting directly

a) The notable interaction between genetics and environment makes it difficult to quantify the role of each in obesity development. Researchers stress that the population attributes up to 80% of the risk of becoming obese to genetic factors. **As McArdler et al. (2010, p. 787) point out/explain**, “In an obesity-producing environment - sedentary and stressful, with ready access to inexpensive food, large-portion, high-calorie, good-tasting food – the genetically susceptible individual gains weight and possibly lots of it.” Thus, the obesity epidemic has both environmental and genetic causes.

b) The notable interaction between genetics and environment makes it difficult to quantify the role of each in obesity development. Researchers stress that the population attributes up to 80% of the risk of becoming obese to genetic factors. **As McArdler et al. (2010, p. 787) point out/explain**, in an “obesity-producing environment,” a genetically susceptible, physically inactive and stressed individual with easy access to large portions of high-calorie food will gain weight and “possibly lots of it.” It is thus clear that the obesity epidemic has both environmental and genetic causes.



## 4. Referencing – when paraphrasing or summarising

- **Summarise or paraphrase the writer's ideas and put the reference at the end of the sentence:**

Since the cultural values of any society have an effect on how the people...limit how it is produced (Gumperz, 1983).

This antibiotic has an immediate effect on the illness (Branston, 2001).

- **Refer directly to the author:**

According to Wang (2001), education is the key aspect underlying the successful economic development in a society.

Djabri (2001) states that operations research is the application of the methods of science to complex problems.

## 4. Referencing

- When discussing other people's work, it is important to signal who "owns the idea."
- Reporting verbs allow you to show your attitude to the viewpoints, sources or the evidence that you have presented. Compare:

Roberts (2007) **says** that lower house prices do not affect you if you are not planning to sell your property.

vs

Roberts (2007) **suggests/stresses/claims** that lower house prices do not affect homeowners if they are not planning to sell their property.

- The verb 'says' is not specific enough. The reader cannot tell what the author's attitude to lower house prices is → point less convincing.

## 4. Referencing

- The words you choose will alter the strength of the claim you are making about the relationship. Compare:
  - a) Research **suggests** that we possess at least four forms of memory.
  - b) Research **proves** that we possess at least four forms of memory.
  
- Expand your "toolbox" of reporting verbs:

Winks (2004) **argues** that...

While the author **asserts** that..., one might debate...

Menard (2010) **contends** that...

Da Souza (2009) **dismisses** Smith's claim that...

Both Smith and Jones **condemn** previous researchers for...

Smith (2005) **disagrees** with Fry (2003) when she **maintains** that many students have trouble with reporting verbs.

## 4. Referencing

- Some reporting verbs are **neutral**.
- They are used to show that you are reporting what an author has written, found or done in the text. Examples:

Smith (2012) **describes** the current theories within the field of Social Work.

Smith (2012) **reports** that 65% of the respondents participated in extracurricular activities.



## 4. Referencing

- Other reporting verbs are **evaluative**. They are used to show your interpretation or attitude towards what authors have written (= your voice!):

Despite criticisms from other experts in this field, Smith (2012) **maintains** that video-gaming plays a positive role in childhood development.

*(‘Maintain’ tells the reader that Smith has an opinion which he/she stands by regardless of what other opinions may be about the same topic.)*

As Smith (2012) **suggests**, video-gaming plays a positive role in childhood development.

As **stated** by Smith (2012), video-gaming plays a positive role in childhood development.

*(The writer is using Smith’s ideas to support his/her opinion/point of view about video-gaming.)*

## 4. Referencing

➤ More examples:

Smith (2012) **alleges** that video-gaming plays a positive role in childhood development.

*(‘Allege’ tells the reader that you are suspicious of Smith’s argument or line of reasoning.)*

Smith (2012) **mistakenly suggests** that video-gaming plays a positive role in childhood development.

*(The adverb ‘mistakenly’ highlights that you think the idea is incorrect or false.)*

## 4. Referencing

- Reporting verbs allow you to express your opinion in an academic way.  
Compare:

I **disagree** with Smith, because he hasn't looked at all sides.

*(Informal spoken English.)*

VS

Smith (2012) **disregards** a number of crucial elements.

*(Same idea but expressed in a more formal and academic manner. Rather than using 'I', the writer refers to the author (Smith), and uses a reporting verb (disregard) as a means to express his/her own opinion.)*

## 5. Academic Style

- There are many different types or genres of academic writing.
- Whatever the genre, there are certain things that are common to all. All academic writing:
  - uses evidence to support the points it makes;
  - uses structure and order to guide the reader through the writing;
  - contains references for anyone else's ideas or work used;
  - **adheres to a certain style: clear and concise.**



## 5. Academic Style

- Academic writing: **precise, formal, impersonal** and **objective**.
- Focus is on presenting information **clearly** and **accurately**.
- Formal vs informal:

He tried to show that it was possible to lose weight and eat his favourite food.

VS

He attempted to prove that losing weight whilst eating his favourite meals was achievable.

- The reason for using formal expressions is not because academic language is pompous, but because it is clearer.

## 5. Academic Style

- Identify examples of poor style in the following paragraph:

Cote and Morgan did an experiment, and they showed that people make or pretend to make themselves feel happier more often than they try to hide feeling unhappy or angry. Another important thing they found out was that the way you hide or alter your feelings can have a big effect on how happy you are with your job, and whether or not you think you want to leave it. However, they didn't find any evidence that people are affected the other way round, that how you feel about your job and leaving it affects how much you hide or change your emotions.

*Cote and Morgan's data showed that the amplification of pleasant emotions happened more frequently than the suppression of unpleasant ones. Importantly, they also found a strong correlation between emotion regulation and job satisfaction and intention to quit. However, there was no strong evidence to suggest the reverse correlation, namely, that job satisfaction and intention to quit influence emotional regulation.*

(Godfrey, 2013, p. 97)



## 5. Academic Style

- Because written academic language is objective rather than personal, it has fewer words that refer to the writer or the reader.
- The main emphasis is on the information you want to convey and the arguments you want to make, rather than you.
- People reading your work want to know what you have studied and learned and how this has led you to your various conclusions.
- The thoughts and beliefs you express should be based on your reading, discussions, and research.

(Gillett, Hammon & Martala, 2009, p. 94)

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## 5. Academic Style

- Generally, in order to write objectively, you need to avoid using words like 'I', 'me', and 'you'. Instead, use impersonal language such as:

It is worthwhile to consider...

The data indicates that...

More concrete evidence is needed before...

Several possibilities emerge...

- Because of the objective nature of academic language, it is also important to avoid emotional or subjective words and phrases:

a) The experiences from the screening programme will be very **exciting** to follow for the next couple of years.

b) *The screening programme should yield some interesting/useful results...*

a) Globalisation can only lead to **the downfall** of mankind.

b) *Globalisation is likely to have negative effects on the human species.*



## 5. Academic Style – exercise

- Improve the style of the following segment by removing the personal pronouns:

But it is necessary to take a closer look at the FDI (Foreign Direct Investment) numbers, provided by the United Nations Conference on Trade and Development (UNCTAD), to find out how globalized the economy really is, or else **you** might arrive at the wrong conclusions (UNCTAD, 2013). As stated, the EU has the highest FDI outflow as a region, but if **you** look closer, **you** will find that these numbers only show **you** the EU countries' sum of outflows and not FDI flows out of the region. **You** will actually see that the EU's high FDI outflow is caused by the EU's high level of intraregional investments (UNCTAD, 2013).

*But it is necessary to take a closer look at the FDI (Foreign Direct Investment) numbers provided by the United Nations Conference on Trade and Development (UNCTAD) **to accurately assess** how globalized a specific economy really is (UNCTAD, 2013). As stated above, the EU has the highest FDI outflow as a region, but **closer scrutiny reveals** that these numbers show only the EU countries' sum of outflows and not FDI flows out of the region. **It will thus become clear** that the EU's high FDI outflow is caused by/ascribable to the EU's high level of intraregional investments (UNCTAD, 2013).*



## 5. Academic Style

- Contractions may be acceptable in some fields, but in most they are not, so try to avoid them:

don't	→	do not
can't	→	cannot
won't	→	will not
there's	→	there is
it's (vs its!)	→	it is

## 5. Academic Style

➤ Avoid vagueness and imprecision:

about a hundred years ago →

hundreds of years ago →

(important) thing →

big (problem) →

get →

etc., and so on/forth →

ninety years ago

260 years ago

factor, issue, topic, step, action...

significant, serious, acute, global,  
growing, fundamental, pressing,  
urgent, insurmountable...

receive, obtain, achieve, contract,  
arrive, persuade, understand...

such as, for example, for  
instance...

## 5. Academic Style – cautious language/hedging

- In any kind of academic writing, it is necessary to make decisions about your stance on a particular subject, or the strength of claims you are making.
- It is unlikely that the evidence you present will be conclusive enough for you to state that something will definitely happen.
- You also need to be careful about making sweeping generalisations that do not consider exceptions.
- That is why academic writing often calls for a **cautious style**.

## 5. Academic Style – avoid sweeping generalisations

- Avoid sweeping generalisations and simplistic and unsupported statements such as the following:
  - a) Women are better than men.
  - b) People in poor countries get lower wages.
  - c) Older students perform better than younger ones.
  - d) Computers cause children's language skills to decline.
  - e) The majority of men gamble in their twenties.
  - f) Telecommuting can significantly damage people's mental health.
  - g) Without accumulating huge amounts of money, you will not have full control of your life.

## 5. Academic Style – cautious language/hedging

- Use 'hedging' to soften the statement:
  - a) Some women are better than men.
  - b) The majority of manual workers... compared to western countries.
  - c) Older students frequently perform better than younger ones.
  - d) Some studies suggest that there is a correlation between excessive computer use and language development.
  
- And support it with examples and evidence:
  - a) In some respects, many women seem to have superior skills or attributes to men, such as the ability to empathise. This is supported by Smith (2000) who shows that...

## 5. Academic Style – cautious language/hedging

➤ Look at the hedging expressions used to soften the following strong claim:

I. Word-of-mouth advertising influences a consumer's incentive to purchase a product.

a) Word-of-mouth advertising can/could/may/might influence a consumer's incentive to purchase a product.

b) It is probable/possible that word-of-mouth advertising influences...

c) There is a strong/slight possibility that word-of-mouth advertising influences...

d) Word-of-mouth advertising seems to influence...

e) Several studies suggest/have concluded that word-of-mouth advertising influences...

## 5. Academic Style – exercise

➤ Now try to soften the following claims:

2a. Economic sanctions are ineffective.

2b. Economic sanctions are not necessarily/always the best option.

3a. When people have too many choices, they choose the safest one.

3b. When people have too many choices, they tend to choose the safest one.

4a. Alcohol causes brain damage in teenagers.

4b. There is evidence to suggest that.../Alcohol can cause...

5a. Physical exercise prevents depression.

5b. Research suggests that exercise can prevent depression.

6a. Private schools provide a better education than do public schools.

6b. Private schools seem to provide a better education than...



## 6. Vocabulary

- To write successfully, you need to be able to communicate complex ideas clearly and effectively.
- Imprecise or incorrect word use will lessen the clarity and credibility of your work.
- Solution: **Develop your academic vocabulary!**
  - a) Buy and use a good English-English dictionary.
  - b) Read as much as possible.
  - c) Note down useful words.
  - d) Make sure you understand what a word means and how to use it.
  - e) Use the words you have learnt.

## 6. Vocabulary

- English is immensely rich: 500.000 – 1.000.000 words.
- English heavily influenced by French and Latin:

cordial reception	vs	hearty welcome
investigate	vs	look into
require	vs	need
respond	vs	answer

- About 80 percent of the entries in any English dictionary are borrowed, mainly from Latin.
- In the vocabulary of the sciences and technology, the figure rises to over 90 percent.

## 6. Vocabulary

- Identify the words of Latin and French origin in the following abstract:

### ABSTRACT

I argue that a policy of presumed consent for cadaveric organ procurement, which assumes that people do want to donate their organs for transplantation after their death, would be a moral improvement over the current American system, which assumes that people do not want to donate their organs. I address what I take to be the most important objection to presumed consent. The objection is that if we implement presumed consent we will end up removing organs from the bodies of people who did not want their organs removed, and that this situation is morally unacceptable because it violates the principle of respect for autonomy that underlies our concept of informed consent. I argue that while removing organs from the bodies of people who did not want them removed is unfortunate, it is morally no worse than not removing organs from the bodies of people who did want them removed, and that a policy of presumed consent will produce fewer of these unfortunate results than the current system.



## 6. Vocabulary

### ABSTRACT

I **argue** that a **policy** of **presumed consent** for **cadaveric organ procurement**, which **assumes** that **people** do want to **donate** their **organs** for **transplantation** after their death, would be a **moral improvement** over the **current** American **system**, which **assumes** that **people** do not want to **donate** their **organs**. I **address** what I take to be the most **important objection** to **presumed consent**. The **objection** is that if we **implement presumed consent** we will end up **removing organs** from the bodies of **people** who did not want their **organs removed**, and that this **situation** is **morally unacceptable** because it **violates** the **principle** of **respect** for **autonomy** that underlies our **concept** of **informed consent**. I **argue** that while **removing organs** from the bodies of **people** who did not want them **removed** is **unfortunate**, it is **morally** no worse than not **removing organs** from the bodies of **people** who did want them **removed**, and that a **policy** of **presumed consent** will **produce** fewer of these **unfortunate results** than the **current system**.



## 6. Vocabulary

- General words – most common 3,000 e.g. *plant, name, place, voice...*
- Domain-specific terms e.g. *metabolic, anabolic, catabolic, glycolysis, molecular...*
- Academic Word List (AWL) e.g. *analysis, deviate, abandon, confirm...*

Check words on OALD:

<http://oald8.oxfordlearnersdictionaries.com>

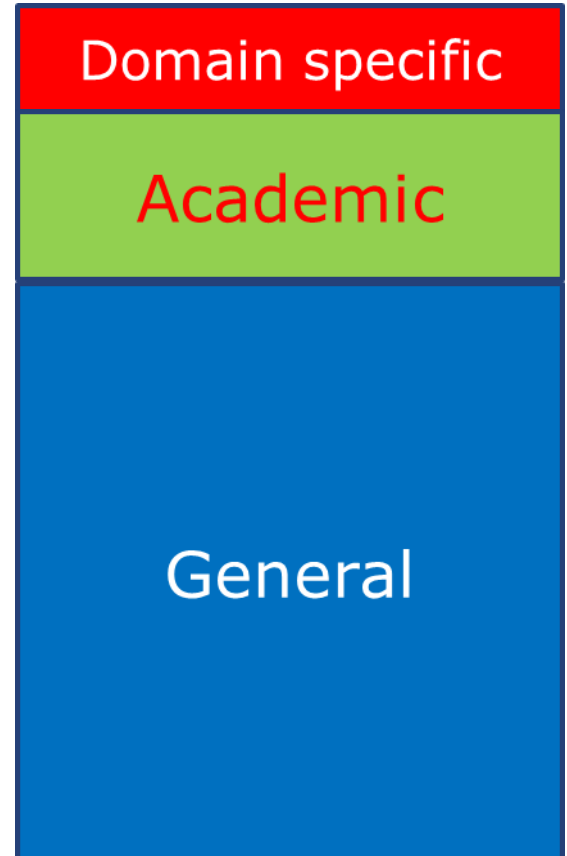
Academic Word List link:

<http://www.uefap.com/vocab/select/awl.htm>

Test the size of your vocabulary:

<http://www.lex tutor.ca/tests/>

www.cip.ku.dk • +45 35 32 86 39 • cip@hum.ku.dk



## 6. Vocabulary – weak vs strong verbs

- Avoid using weak (Germanic) multi-word verbs if there is a stronger one-word (French/Latin) synonym:

put down to	→	attribute
make out	→	discern
get better/worse	→	improve/deteriorate
put up with	→	tolerate
do away with	→	abolish
get rid of	→	eliminate
put off	→	deter
put into practice	→	implement
throw out	→	evict

## 6. Vocabulary – weak vs strong verbs: exercise

Exercise! Replace the informal multi-word verbs with more formal equivalents:

1. The aggregate of outstanding balances **went up and down** quite violently.  
*The aggregate of outstanding balances **fluctuated** quite violently.*
2. Researchers have **come up with** a number of models to describe the effect of certain cola drinks on dental enamel erosion.  
*Researchers have **created/developed/devised/proposed** a number of models...*
3. Ms Tucker, Lord White's 29-year-old companion, has since **taken** her statement **back**.  
*Ms Tucker, Lord White's 29-year-old companion, has since **retracted** her statement.*
4. AIDS researchers have **run into** a variety of unexpected problems in their efforts to develop an effective medicine.  
*AIDS researchers have **encountered/faced** a variety of unexpected problems in their effort*



## 6. Vocabulary – weak vs strong verbs: exercise

5. They had **given up** all hope that she was alive.  
*They had relinquished/abandoned all hope that she was alive.*
6. Rice and aquatic products **make up** a major part of the diet of the people in the Mekong Delta, Vietnam.  
*Rice and aquatic products constitute a major part of the diet of the people in...*
7. Marx took as one of his main tasks the understanding of how this system came into being and this was in order to **find out** why this system had such power.  
*Marx took as one of his main tasks the understanding of how this system came into being and this was in order to discover why this system had such power.*
8. This was before he had read the guidelines on how to **carry out** the research.  
*This was before he had read the guidelines on how to conduct the research.*
9. Raising taxes has been shown to reduce revenue to the government and **make** the job situation **worse**.  
*Raising taxes has been shown to reduce revenue to the government and exacerbate the job situation.*



## 6. Vocabulary – weak vs strong verbs: exercise

10. The long-term trend towards a convergence of global interest rates should be seen as a consequence of **keeping down** trade barriers such as capital control.

*The long-term trend towards a convergence of global interest rates should be seen as a consequence of suppressing/controlling trade barriers such as capital control.*

11. A continued increase in convergence is desirable as long as it does not result in countries **falling into** old patterns of behaviour and erecting barriers to protect their economies.

*A continued increase in convergence is desirable as long as it does not result in countries reverting to/resorting to/adopting old patterns of behavior and erecting barriers to protect their economies.*

12. Problems with the new data management software **showed up** soon after it was launched.

*Problems with the new data management software appeared/emerged/materialised/surfaced soon after it was launched.*

## 6. Vocabulary – collocations

I. **Collocations** are pairs or groups of words that are often used together and sound natural to native speakers:

* <del>Give</del> important questions	vs.	√ <b>Raise</b> important questions
* <del>Raise</del> a debate	vs.	√ <b>Ignite/generate/trigger/provoke/fuel</b> a debate
* <del>Make</del> research	vs.	√ <b>Do</b> research
* <del>Warm</del> debate	vs.	√ <b>Heated</b> debate
* <del>Deeply</del> disagree	vs.	√ <b>Strongly</b> disagree
* <del>Recur</del> to another strategy	vs.	√ <b>Adopt/resort to/employ/choose/use</b> another strategy
* <del>Keep to</del> requirements	vs.	√ <b>Meet</b> requirements

## 6. Vocabulary – collocations

➤ More examples:

### a) Adjective+noun:

heated debate, preliminary results, groundbreaking research, significant contribution, powerful argument, supporting evidence, tentative explanation...

### b) Verb+noun:

play a central role, gather evidence, conduct an experiment, raise questions, draw a conclusion/an analogy, assess the significance of, touch on issues, lend support to...

## 6. Vocabulary – collocations

- **Be aware** of collocations when you are reading/listening to English
  
- **Check** collocations in dictionaries / collocations dictionaries e.g.
  - *Oxford Collocations Dictionary* (CD-ROM)
  - *Longman's Dictionary of Contemporary English* (CD-ROM)
  - *Macmillan Collocations Dictionary* (book only)
  
- **Collocations link** <http://www.just-the-word.com/>

## 6. Vocabulary – fixed expressions and dependent prepositions

### 2. Fixed expressions:

on the whole, with respect to, in the case of, in terms of, for the most part, with the exception of, to some extent, with regard to, a great deal of, a wide range of, as a rule, from the point of view of...

### 3. Many nouns, adjectives and verbs are followed by a particular preposition, i.e. **dependent prepositions:**

eligible **for**, delay **in**, solution **to**, dissuade **from**, approve **of**, depend **on**, respond **to**, spend money **on**, attend **to**, convince **of**, approach **to**, equip **with**, account **for**...

## 6. Vocabulary – exercise on dependent prepositions

Complete the sentences with the correct prepositions:

1. We try to **equip** our laboratories with the latest technology.
2. The result gives us all the more **reason** for optimism.
3. How can we make science **relevant** to environmental policy?
4. It was **typical** of the farmers in the study that they had a negative attitude to technology.
5. Thirteen percent of deaths among children were **attributed** to malaria.
6. Traffic accidents **account** for most hospital admissions at the weekend.
7. The microorganisms are constantly **in search** of safer and richer habitats.
8. Heart disease is often **associated** with an unhealthy lifestyle.
9. Our experiments **provided** us with the data we needed.
10. We must **convince** people of the **need** for water conservation.
11. You should always **attend** to design issues when planning a questionnaire.
12. Bacteria **inside** the polymer shell are in a latent state and thus **incapable** of metabolising the drug.



# Tools and Links (self-study)

The Academic Phrasebank: <http://www.phrasebank.manchester.ac.uk/>

Free dictionary: <http://www.thefreedictionary.com/>

Merriam Webster online dictionaries: <http://www.merriam-webster.com/>

Online dictionary: <http://www.dictionary.com>

Using English for Academic Purposes: <http://www.uefap.com/>

University of Canberra, Academic Skills Centre: <http://www.canberra.edu.au/studyskills/>

University of Toronto, Writing: <http://www.writing.utoronto.ca/>

University of North Carolina: <http://writingcenter.unc.edu/handouts/scientific-reports/>

List of discourse markers: <http://janinakuh.tripod.com/sitebuildercontent/sitebuilderfiles/pressignposts.pdf>



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