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English for Research Writing

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May 2021

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# Acknowledgment

We sincerely acknowledge instructors who participated in the need assessment. We are also thankful to the school of Pedagogy and Behavioral Sciences for financing the preparation of this module.

# Who is this module for?

* **Researchers** – The module contains practical activities for writing research papers and manuscripts with tips and guidelines for doing so.
* **Research students** – research students may find this module helpful to self c0rrect when writing their theses and dissertations.
* **Research supervisors** – supervisors who help research students can find this module to straighten their supervisees language.
* **Language editors** – If you edit academic papers then you will find this module helpful in learning how to correct the typical errors that academics make when writing.

However, this will be more effective if these bodies attend the training provided with the help of this module and read the resources supplied at the eLearning portal prepared for this purpose.

# How is this module structured?

The module is made up of seven chapters. The chapters focus on:

* Introductory Ideas in Academic Writing
* English for Writing Preliminary and Introductory Sections of Research
* Paraphrasing, Referencing and Quoting
* English for writing the methodology section
* English for writing the results section
* English for writing the discussion section
* English for writing the conclusions and recommendations
* Discourse markers, Grammar and Common Mistakes in research writing

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# Chapter One: Introductory Ideas in Academic Writing

## Introduction

Research as an academic practice is a common task of Higher Education students and instructors. A number of students and instructors are found to produce quality research. However, most report to be challenged by the accuracy of the English Language they are writing with. This is not surprising since English is a foreign language to Ethiopia. Recognizing this challenge, the English Language Enhancement Center (ELIC) has planned to prepare tailored training. As a result, a need assessment was made by instructors from the Department of English Language and Literature involving instructors of the different campuses of the university. The data showed that instructors demanded for a training on writing their research outputs with the best possible accuracy in their English. This involves language for writing *manuscripts, proposals, theses and dissertations.* Thus, this training module will specifically cover writing practices on abstract, background, problem statement, scope of the study, significance of the study, design and methodology of the study, results, discussions, conclusion, recommendations with real life examples from *manuscripts, proposals, theses and dissertations.* At times you may see us shifting our focus from mere language of writing to writing of research or manuscript because they are difficult to separate.

## Objectives of the module

At the end of this module, you will be able to:

* Identify techniques of writing the different sections of research and manuscripts
* Identify the common mistakes in writing research
* Edit their own manuscripts for publication.
* Avoid risk for plagiarism.
* Appreciate how mistakes can affect their publication processes.

**Activity: Lead-in- questions**

**Work individual and answer the following questions**

***What is written without effort is in general read without***

***pleasure.***

*Samuel Johnson (1709–1784)*

1. What do you understand by the above quote?

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. What challenges related to your English language do you usually face when writing your research?

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1. The language of which research part is usually challenging to you?

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1. What strategies do you use to deal with the challenges you face in your language of research writing?

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**Now share your thoughts in threes**

**Activity 2: Pre-training introductory self-assessment**

1. Individually, assess the difficult level of the language of writing of the sections in the table below by circling.
2. Work in fives and change your responses into a graph that refer the pattern of your responses.

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1. Individually, describe the graph in 100 words.

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1. Swap your descriptions with a group mate and edit the language. What common mistakes did you find?

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Items | 1= Not Difficult | 2= Fairly Difficult | 3= Neither difficult nor easy | 4 = Difficult | 5= Very Difficult |
| English for writing abstract | 1 | 2 | 3 | 4 | 5 |
| English for writing background | 1 | 2 | 3 | 4 | 5 |
| English for writing problem statement | 1 | 2 | 3 | 4 | 5 |
| English for writing objectives of the Study | 1 | 2 | 3 | 4 | 5 |
| English for writing scope | 1 | 2 | 3 | 4 | 5 |
| English for writing significance of the study | 1 | 2 | 3 | 4 | 5 |
| English for paraphrasing | 1 | 2 | 3 | 4 | 5 |
| English for quoting citing | 1 | 2 | 3 | 4 | 5 |
| English for writing the methodology section |  |  |  |  |  |
| English for writing results | 1 | 2 | 3 | 4 | 5 |
| English for making discussions | 1 | 2 | 3 | 4 | 5 |
| English for concluding | 1 | 2 | 3 | 4 | 5 |
| English for writing recommendations | 1 | 2 | 3 | 4 | 5 |
| The use of discourse markers or transitional words and phrases | 1 | 2 | 3 | 4 | 5 |
| Differences between grammar for proposal and final research report | 1 | 2 | 3 | 4 | 5 |
| Identify common mistakes in writing research | 1 | 2 | 3 | 4 | 5 |

## Some tips for academic communication

**Activity**

1. Before we go any further, below are some tips for written communication. Read all of them individually and share in threes what you understand about each of the tips.
2. Read again, and add some tips of your own to the list.

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**Remember an academic communication is a written Communication. So, keep the following principles of effective writing in mind:**

1. **Unity:** Unity of writing implies a condition of being one. The principle of unity applies on three levels. *First*, the individual sentences must be unified. *Second*, the individual paragraph must be unified. *Third,* the totality of the message must be unified.
2. **Coherence:** To achieve clarity in a written communication the principle of coherence should be there. Relation and clarity are two important aspects of coherence. The principle of coherence applies to sentences, paragraphs and to the message as a whole.
3. **Avoid jargon:** As far as possible, the writer should avoid jargon. Jargon is a language which is special to science, commerce, technology, trade or profession. In private language with persons in the field, jargon may be incorporated. In other cases, jargon can be used, but the only thing is that the words used must be clear to others as well.
4. **Accuracy:** The subject matter must be correct and accurate. The manner in which the message is transmitted must be correct. Accuracy in writing can be achieved by careful checking and editing.
5. **Brevity:** A writing should be shorter by using few words for many. Brevity not only saves the time but also gives grace to the writing. Business communication must be brief and direct.
6. **Use Single words for long phrases:**

**Long Phrases Single Words**

At all times Always

For the purpose of For

Previous to Before

On account of Because

1. **Use verbs for nouns (it brings about simplicity and clarity):**

**Using Nouns Using Verbs**

Come to a conclusion Conclude

Make a decision Decide

Submit a proposal Propose

Take into consideration Consider

1. **Avoid double entry**

**Double entry Simple**

Actual fact Fact

End result Result

Period of one week One week

Previous experience Experience

For this reason For

The reason why why

1. **Use short sentences:**

Use one sentence to express only one idea. If a sentence runs beyond 30 words, it is better to break it up into two sentences.

**Bisen, V and Priya. (2009, pp. 18-19**)

## What does a manuscript constitute?

**Activity**

1. Have you ever produced a manuscript?

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1. What are the constituents of the manuscript apart from the abstract?

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1. Do you agree with the information in the following table about the constituents of the manuscript? Why? Why not?

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Discuss in threes

# Chapter One: English for Writing Preliminary and Introductory Sections of Research

**Pre-training self-Assessment one**

**Put tick mark (√) in front of the statements where you agree and ex mark (x) where not.**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Statements of Arguments | Agree | Not Agree |
| 1 | Any research abstract must be framed as introduction, body and conclusion. |  |  |
| 2 | Abstract is an executive summary of the whole work in a paragraph. |  |  |
| 3 | Key words of the research are included to help the readers find the published works easily and quickly. |  |  |
| 4 | Abstracts writing styles can differ in different fields. |  |  |
| 5 | The use of first person I/we is not needed in writing the abstract. |  |  |
| 6 | The best way to write abstract should be in an active voice. |  |  |
| 7 | One should not write recommendations in the abstract. |  |  |
| 8 | Writing the title at the beginning of the abstract help to introduce the work of the author. |  |  |
| 10 | The best way to start writing the background should be from general to specific issues |  |  |
| 11 | It is possible to write some literature review in both the background and statement of the problem. |  |  |
| 12 | We can use background and introduction interchangeably in a research. |  |  |
| 13 | The argument “there is no research conducted on this topic” is hasty generalization. |  |  |
| 14 | Goals and aims can be used to state the general objectives. |  |  |
| 15 | The use of action verbs help us to plan our research objectives specifically. |  |  |
| 16 | Instead of using modal auxiliary verbs one must use action verbs to write the significance of the study |  |  |
| 17 | Paraphrasing, quotation and referencing all prevent the writer from plagiarizing. |  |  |
| 18 | Paraphrasing is nothing without citing the source of the work. |  |  |
| 19 | The use of reference words helps to keep the writing of the research coherent in replacing the nouns. |  |  |

## Personal Views of learning to write

**Below you have four texts. Read them carefully and jot down what each text mean to you.**

*Quote one*

*I learned to write engineering papers in English by collecting useful phrases from every article in English that I read. I have used these phrases throughout my career in academia, and I believe that they have served both me and my students very well.*

*Professor Antonio*

*Quote two*

*The writing of an accurate, understandable paper is just as important as the research itself.*

*Robert A Day*

*Quote* *three*

*Writing helps you to learn. Writing is not simply a task to be done once research or other preparation is completed - it can be an integral part of the work progress.*

*Nicholas Highman*

***Quote four***

*As with most types of language production, academic writing is characterized by a significant number of pre-constructed phrasal elements. These are mostly learnt and retrieved from memory as wholes. For non-native speakers, lists of these elements, organized according to the function they serve in text, can play a useful role in supporting and developing good writing.*

*John Morley*

**Reflection**

1. In the group of three, discuss what each text mean to you. Then, write a summary of opinions of the group members below.

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1. Present what you have agreed in your respective group to the entire class.

## Writing the Research Abstract

## Learning Objectives

At the end of this section, you are going to:

* Define abstract
* Identify types of abstracts
* Identify the components of abstract
* State the importance of key words in abstract writing
* Learn the language and writing styles in abstract writing

## Understanding the meaning of abstract

The first step in writing a good abstract is knowing what an abstract itself is.

**Activity**

1. **How do you define the word Abstract? Write your definition on the space provided below.**

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1. **Which of the following meaning of abstract do you agree with? Why?**

* Abstract: literally means a secret
* Abstract: something important?
* Abstract: is a condensed writing.
* Abstract: is a short and brief summary of the large and extended writing of a book or article
* Abstract is a short self-contained powerful summary of article, research Paper or thesis, dissertation etc.

1. **Share your thoughts in threes.**

**Activity**

**Try to answer these questions in pairs.**

1. How many sections do you think can any research abstract have?
2. How many words should one standard research abstract should have?
3. How many paragraphs should be written to compose the research abstract?
4. Do you think abstract and summary are the same?

**Origin of Abstract**

* The origion of the word abstract is from the latin word “abstractum” which refers to condensation of a long written work (Chandra 2017).
* Summary of the information in a document (Houghton 1975, cited in Day, 1994)

**Activity**

Bring one Abstract from your pervious research work and evaluate it based on the writing structure below. Here is an example abstract from a manuscript. Please, evaluate this one, too.

**Abstract**

*Even if there are plenty of studies on online learning in the broader milieu, studies on English language trainee teachers’ e-skills, involution and views to localized e-blended teacher education lessons in a foreign language context are minimal. This case study, therefore, explored English language trainee teachers’ e-skills, involution and views of locally developed e-blended lessons of a postgraduate Teaching English as a Foreign Language (TEFL) course in an Ethiopian University. To do this, the teacher-researcher made a pre-course observation of the thirteen participants’ e-skills, conducted two sessions of post-course focus group discussions with a total of nine randomly selected participants and analyzed the digital log data of the course. The study revealed that the participants had the required e-skills at the start and majority of them appreciated their unlimited access to the online e-books, e-articles and the e-notes during the course. Evidencing their involution in the course, ten of them have visited the online contents in the e-learning site 406 times with the most frequently visited contents being ‘e-books and e-articles’ at a total of 180 visits over the eight weeks duration of the course. Nonetheless, three of them never accessed the contents and two of these three did not fully value the approach. If teacher moderation and encouragement is added, the learners might have participated more meaningfully than observed in this study.*

## Writing Structures in Abstract:

Abstract has three parts:

* Introduction, mostly the title of the Research works
* Body: aim, methods of data collection, and method of data analysis
* Conclusion: result/finding, recommendation

**Activity**

**Look at the following abstract and identify its structure**

**Abstract**

Despite the increasing computer and internet access in Higher Education and regardless of the benefits of e-blended lessons, the conventional face-to-face approach is still considered the sole option to learn all university courses in Ethiopia. Consequently, this paper reports the outcomes of a quasi experimental study on the effects of Moodle-Made blended Listening Lessons on students’ achievement and attitude in an Ethiopian English as a Foerien Lnaguage (EFL) classroom. To attain this, two randomly selected sections of Computer Science department first year students (N=105) were involved, of which (n=52) was Experimental Group (EG) and (n=53) was Control Group (CG). Data was collected using tests, questionnaire and a focus group discussion. At the pre-intervention stage, majority of the experimental group have never participated in an e-course before this study and more than half of the respondents’ skills of mouse and keyboard use were slow. Crospondingly, a 2-tailed independent samples t-test at post-intervention showed 4.211 mean gain for the experimental and 2.87 mean gain for the control. This revealed that there was a significant difference in the mean score of students’ listening test results in favour of the experimental group. Two-tailed paired samples t-test for mean difference between experimental group pre and post-intervention attitude showed that they had similar attitude towards learning listening lessons online before and after the intervention with an average nearly equalled agree (3.836). Hence, the study indicated that despite participants’ limited experience of participating in e-course previously, their involvment in e-blended lessons has positively affected their achivement. As a result, Ministries of Education in such a context, needs to consider introducing blended lessons in university courses.

**Questions:**

1. Does the paragraph have introduction, body and conclusion?

Do this individually and compare your answer in three.

**Look at the following note to analyze your** **Abstract**

**introduction**

Topic/title of the research?( the title is not mentioned here.)

*This paper aimed at examining the determinants of coffee exports of Ethiopia to 31 trade partners using a dynamic gravity model and system generalized moment method of estimation for the period 1998-2016.* **body**

**Where is method of data collection and method of data analysis**

*Results of descriptive analysis showed that Ethiopia ranked fifth in terms of production and exports of coffee in the world. Ethiopia has also been exporting only 39% of its total coffee production and on average, 53.5 and 34.13 percent of Ethiopian coffee export were directed to European and Asian countries respectively over the period 1998-2016.The regression result of system generalized moment method revealed that trade openness, population size of Ethiopia, foreign direct investment and institutional quality index of Ethiopia positively and significantly affect the volume of Ethiopian coffee export. But, population of partner countries, weighted distance, lagged export volume and real exchange rate negatively and significantly influence the export volume of Ethiopian coffee. Hence, Ethiopia needs to diversify its export destinations and export items a way from primary products to secondary products in order to secure dependable source of foreign currency. As well, improving the institutional quality, promotion of foreign direct investment and swelling trade liberalization would help to boost the volume of Ethiopian coffee export*.

**conclusion**

**Study the following Summary note**

* An abstract is a concise summary of a larger work, typically written in one paragraph of 150 to 300 words.
* Its purpose is to help readers quickly discern the purpose and content of the work.
* writing the abstract is not the same as writing the summary. Some persons use this term interchangeably. This is wrong. In writing abstract we strictly focus on specific elements to be included in any scientific research papers.
* The abstracts elements are: the research title, aims or general objectives, the research methodologies like research design research tools used, the data analysis techniques, the research findings, conclusion and the recommendations. But summary is the main points to be highlighted throughout the whole paper.

## The writing style in Abstract

* Use a who, what, when, where, why, how, and "so what" approach to address the main elements in your abstract.
* Use specific words, phrases, concepts, and keywords from your paper.
* Use precise, clear, descriptive language, and write from an objective rather than evaluative point of view.
* Write concisely, but in complete sentences.
* Use plain language, do not use jargon, and do not use acronyms except for commonly used terms (then define the acronym the first time used).
* Write in the third person; do not use "I" or "we."
* Use verbs in the active voice.

## Writing background sections

**Learning Objectives:**

At the end of this section, you are going to:

* learn how to start writing the background section
* The strategies for writing the background section
* Learn how to specify the general idea or topics to the specific topic

Before writing the background section it is important to know the techniques or strategies to be understood. Writing the background needs to be critical since it is the starting or the icebreaker for the readers. If you start bad starting and finish with a good finishing, that would not bring the good result in your efforts to publish your works because “the first impression is bad”. Therefore, try to catch the reader’s eye with the **good start.** The background section is a section at which we unintentionally exposed to plagiarism. Therefore, we should be curious in citing the related literatures.

Writing background needs

1. Understanding the topic
2. Methods of organizing the idea flow.
3. Contents to be included in the background section (Theoretical, historical and contextual background)

**Understanding the topic:** Reading and understanding the current trends that are associated with the title of the research. Here we have to follow the topic narrowing techniques:

**Activity 2.1**

**Look at the following topic specification and idea narrowing strategies:**

**Sports athletics running marathon**

**Sports athletics football swimming**

**Marathon running athletics sports**

1. In the above topic specification, which series looks a good arrangement for you?
2. Is it important to start writing the background from the very general topic to the very specified topic or sticking to the single topic?

Activity .

**Read the following introductory Paragraphs and decide as a good start and bad start.**

**Title of the research**: ***Designing English For Specific Purpose course for computer science students***

***Background Start 1***

*In the present age, no one can deny the importance of English language. It is used all over the world as a second and foreign language in non-native context (Kachru, 1983). The demand of English for Academic Purposes (EAP) is increasing not only in those countries where English is used as a mother tongue, but also in many other countries where the students have to adopt English as a medium for higher education (Jordon, 1997).*

***Background Start 2***

*The demand of English for Academic Purposes (EAP) is increasing not only in those countries where English is used as a mother tongue, but also in many other countries where the students have to adopt English as a medium for higher education (Jordon, 1997). In the present age, no one can deny the importance of English language. It is used all over the world as a second and foreign language in non-native context (Kachru, 1983).*

**Title of the research: “***Assessment of the implementation of continuous assessment: the case of METTU university”*

**Background Start 3**

*Assessment is the process of making judgments about a student’s performance on a particular task (Harlan, 1994). According to Bolyard (2003) CA is a strategy used by teachers to support the attainment of goals and skills by learners over a period of time.*

*(mistake: definition followed by definition)*

**Background Start 4**

*According to the New Education and Training Policy, the practical task of implementing the new curriculum at school level requires CA as part of the curriculum in general and the instructional   process in particular (MOE, 1994). There is increasing international interest in CA approaches to assess students’ achievement (Njabili, 1999).*

*Mistake: Idea flowed from narrow point to general (i.e national case followed by international case the organization should be from general to specific: “international interest in CA approaches followed by the task of MEO in making CA as a part of the curriculum*)

## Rationalizing and Stating the Objective

**Learning Objectives:**

At the end of this section, you are going to:

* Understand the use of the word ‘**rationale**’ and ‘**statement of the problem’**
* Mention the reasoning or cause and effect words for writing the rationale
* Learn the useful words and phrases for establishing niche statement.
* Learn useful words and phrases for indicating the research gaps in methodology section
* Learn useful Phrases/Words Indicating Gaps in the Discussion Sections

## Understanding the Terminologies

**Activity**

1. What do you understand from the word “Rationale”?
2. Why do people sometimes use “statement of the problem instead of “Rationale of the study”?
3. Are these words literary the same?
4. In a research, we interchangeably use the words rationale of the study, and statement of the problem. What do you think is the difference between the terminologies?

Rationale of the study Statement of the problem

Rationale of the study is to mean to rationalize, to make brief or to elaborate the reason of doing or making something in a certain circumstance. To state the problem means= again is similar to rationalize. The difference here is statement of the problem means, it is describing the existing problems in a written statement. Therefore, either we use statement of the problem or rationale of the study, the intention and purpose of this section is to state briefly the reason for making the proposed study. **Language that we use here should include the reasoning words.**

**Activity**

1. **Can you mention the some of the cause-and-effect words that we use in rationalizing the cause of our study?**

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1. **Look at the following statement of the problem and find the key words that demonstrate the rationale.**

***Though****, all the above listed researchers have focused on the quality of English achievement test, their studies were not inclusive****. For instance,*** *the studies made by Asmare and Nigusie focused only on the validity aspects of the tests. One cannot confidently judge the qualities of tests by evaluating only the validity aspects. According to Bachman (1990) to judge the usefulness (quality) of a test, it should be valid, reliable and practical.* ***Other than this****, the purpose for which different tests designed is quite different and this determines the types of tests designed to evaluate the student’s success on a particular language skill.* ***Thus,*** *the focus of our study was on the achievement tests designed by high school teachers that measure the students’ success at the end of semesters****. Therefore,*** *we were interested to give emphasis for these three qualities of good language achievement tests to talk about usefulness (qualities) of the teacher made English Language tests.*

## Showing the Gap

Looking for a **‘gap’** or a niche in the previous research works which the new research will **‘fill’** is important. In the thesis/essay, the gap is also sometimes presented as a problem or need that has been identified as requiring further research. The writer typically establishes a niche by indicating a gap in the previous research or possibly extending a current research approach into a new area.

A person can state the rationale of his/her research study through different mechanisms. One of the best strategies is to highlight the weakside of others work and stress the uniqueness of your study from others. The niche can be in the contents covered, in the methods opted or in the interpretation (discussion) made.

**Activity**

**Please, complete the following table with statements/phrases for the purposes indicated in the headings. An example is done for you.**

|  |  |  |
| --- | --- | --- |
| To show the gap in the contents covered/not covered | To show the gap in the methodology opted | To show gaps in the discussion and interpretation made |
| * **e.g.,** Previous studies neglected/ failed to consider….. | * e.g., The sampling was limited in several ways. First, … | * e.g., Though all the studies reviewed seem to claim x, their claim is inaccurate … |

**Here are some useful phrases/words for establishing a niche statement in the contents covered:**

* This area has not received much attention….
* There are only few studies on…..
* Little research has been done on….
* Few studies/investigations/researchers/attempts were made….
* Previous studies neglected/ failed to consider…..
* Few researchers have addressed the problem / issue / question of …
* Previous works have only focused on / been limited to / failed to address …
* A challenging / A neglected area in the field of …
* Many hypotheses regarding X appear to be ill-defined /unfounded /not well grounded

/unsupported / questionable / disputable / debatable….

* The characteristics of X are not well understood / are misunderstood / have not been dealt with in depth….
* It is not yet known / has not yet been established whether X can do Y.
* X is still poorly / not widely understood.
* A major defect / difficulty / drawback / disadvantage / flaw of X is …
* What we know about X is limited to …
* This particular / specific area of X has been overlooked/ remains unclear …
* No one as far as we know has studied …
* Most studies have only focused / tended to focus on …
* However, there is still a need for / there has been little discussion on …
* There is still some / much / considerable controversy surrounding …
* There has been some disagreement concerning / regarding / with regard to whether…
* As reviewed above, no systematic study has been carried out….

**Useful Phrases/Words Indicating Gaps in Research Method**

* Although this approach is interesting, it suffers from / fails to take into account/ does not allow for …
* In spite of / Despite its shortcomings, this method has been widely applied to …
* This method suffers from a number / series / of pitfalls. To begin with, X…
* X is the major flaw in / drawback to / disadvantage of their experiments.
* The central / core problem of method X is….
* Until now this methodology has only been applied to …
* The project / analysis / testing / sampling was limited in several ways. First, …
* A major source of unreliability / uncertainty / contamination is in the method used to …
* Despite the attempts, all the studies lack accuracy...
* The research lack appropriate…..
* The tools used in the study has several limitations…

**Useful Phrases/Words Indicating Gaps in the results and discussion**

* Their claims seem to be somewhat exaggerated / inaccurate / unreliable / speculative /superficial …
* Their explanations are superficial /impenetrable /doubtful /confusing/ misleading /irrelevant …..
* A serious weakness / limitation / drawback with this argument, however, is that …
* Results often appear to conflict with each other……
* Other observations indicate / would seem to suggest that this explanation is insufficient …
* Harmer (1991) claimed / contended that X is … but he failed to provide adequate proof of this finding.
* Such an unreasonable / unjustified / inappropriate / unsuitable / misleading assumption can lead to serious / grave consequences with regard to …
* There is still considerable ambiguity / disagreement / uncertainty with regard to …
* Many experts contend, however / instead / on the other hand, that this evidence is no conclusive.

**Avoid Hasty Generalization**

Hasty Generalization occurs when the authors show the research gap or try to convince the readers as their work is timely and important to the setting.

**Activity**

Read the following statements and compare how the writers try to convince the readers. Which of the following statement is/are hasty? Tell your reason to your trainer.

|  |  |
| --- | --- |
| *Text 1*  *“There is no research conducted in this area both at national and international level”* | *Text 2*  *“As far as the researcher’s knowledge is concerned, there is no research conducted in this area both at national and international level”* |
| *Text 3*  *“As to me there is no research conducted in this area both at national and international level”* | *Text 4*  *“In relation to this specific research topic, the author of this research found few works at …”* |

**Activity**

Bring one or two of your research papers to the class and demonstrate how you indicate the gap.

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## Writing the objectives of the Study

**Learning Objectives:**

* At the end of this section, you are going to:
* Identify the difference between goal, objectives and aim.
* Use appropriate action verbs to write the specific objectives
* Explain the use of infinitive and gerunds in writing specific objectives.

## Understanding the Terminologies

Activity

1. What is the difference between the following terms? Goal, aim, objective.

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1. Why do we divide objective as specific and General?

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1. What sorts of key words should we use in writing the objectives?

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In academic papers, we encounter some persons using these terms **(goal, aims, objectives)** interchangeably. Of course, they all are forward looking technical terms, there are differences in their use.

**Aim**: is a purpose or the desired outcome, and it refers to the end result.

**Goals**: are specific statement of intent, whereas objectives are the action plan. (Giorgio, 2018)

Examples

aim:

1. I want to be the **best** researcher in the college.
2. We will be the **number 1** publisher….
3. I want to maintain a **goo**d knowledge of the profession.

Goals: 1. I will conduct research by this year.

2.I will assess the organizational structure.

Goal is the statement of what to do whereas Objectives is the **specific statement of what and how, when** to do**.**

Objectives

1. we will **publish** 300 papers by June next year.
2. I will **score** grade “A” English language professional assessment.
3. We will **delive**r 90% of the contract by…

In writing the academic papers, we should understand the main difference between these terminologies.

The term goal is merely used in the academic papers writing. But the word aim is the general statement that demonstrate what to achieve at the end of the research works. objectives are the series of numbered statements that contribute to the achievement of the research aim.

**Activity**

Look at the following statements and individually determine which ones are aims and objectives.

1. To investigate factors associated with gender violence
2. To examine whether alcohol consumption is associated with increased gender violence
3. To explore the difference between couples with gender violence at country side and urban center.

Now discuss your answers in pairs

## Using Action verbs to construct Objectives

**Activity**

* 1. Can you mention 10 verbs you used to write the objectives of your research studies?

\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What roles do these verbs have in your research study?

**Study the following blooms taxonomy of learning levels and the associated action verbs**

|  |  |
| --- | --- |
| Learning level | Associated action verbs |
| Knowledge | Define, describe, state, list, write, recognize, label, recall, underline |
| Comprehension | Identify, justify, select, indicate, illustrate, formulate, explain, contrast… |
| Application | Predict, select, assess, find, show, demonstrate, construct, compute… |
| Analysis | Analyze, identify, conclude, differentiate, select, separate, compare, contrast, discuss, derive, |
| Synthesis | Combine, restate, summarize, precise, urge, determine, recognize, generalize etc. |
| Evaluation | Judge, evaluate, determine, recognize, support, criticize, select, choose… |

## Using Gerunds and Infinitives to write the Objectives

Gerunds and infinitives are the spice in writing the research objectives.

**Activity**

**Can you circle the correct construction of the following objectives?**

1. To analyze the difference between the effects of using social media on the students’ academic performance in terms of time consumption and economic consumption.
2. To analyzing the difference between the effects of using social media on the students’ academic performance in terms of time consumption and economic consumption.
3. Analyzing the difference between the effects of using social media on the students, academic performance in terms of time consumption and economic consumption.

*NB: in a research we write objectives as the general and specific objectives: general objectives are broader statement about what the study aims to achieve. This means it is equivalent to aim of the study. Specific objectives are detailed actions that are planned to be achieved. The above all action verbs are helpful to write the specific objectives based on the level of cognitive domains (skills) planned to be achieved.*

## Writing the significance of the study

**Learning Objectives:**

At the end of this section, you are going to:

* Recognize the use of modal auxiliary verbs in writing the significance of the study
* Write the appropriate modal auxiliary verbs for writing the significance of the study.

Writing the significance of your research study requires you to be critical in arguing the readers of your research papers. Therefore, you need to use an argumentative tone in writing the significance of your research work. Focus on the ultimate users of your research finding. One thing that we should keep in mind is that we are not sure whether the finding of our research result will be useful for the predetermined users of the research finding. Therefore, we must use the modal auxiliary verbs that express conditional situations.

**Activity**

**Can you guess the correct statement of significance of the study in the following expressions?**

1. …the finding of this study will have implication for teachers, education bureaus and teacher education institution.
2. …the finding of this study may provide teachers with feedback for improvement…
3. …positive change on assessment practices might bring improvement on learning.
4. … This study is also helpful for the schools, syllabus designers and any concerned body to get some useful ideas as to the type and nature of the problems of reading. The research will be also serving as a stepping- stone for further studies.

*N.B. We should not use all the modal auxiliary verbs in writing the significance of the study. In writing the significance of the study we must use the modal auxiliary verbs that demonstrate possibility.*

***Activity***

1. **Look at the following modal auxiliary verbs and rewrite four appropriate verbs in writing the significance of the study?**

May could can might

Must should would shall will

**The appropriate verbs to indicate the possibility and probability of the usable of research finding from the above lists are:**

1. **\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_**

# Chapter two: Paraphrasing, Summarising and Quoting

## Learning Objectives

**At the end of this section, you are going to:**

* Explain the importance of paraphrasing in academic writing
* Explain the difference between paraphrasing, referencing and quoting
* Paraphrase other’s work to reduce the risk of plagiarism.
* Quote other’s work to reduce the risk of plagiarism and acknowledge the others’ work.
* Recognize the different types of quotation in academic writing
* Use the reference words to refer to person, idea or things you academic papers.

## Paraphrasing

Brainstorming Questions

1. What do you know about paraphrasing?

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1. Mention the importance of paraphrasing in academic writing?

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1. Is paraphrasing mean quoting/summarizing?

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1. What do you think is the relationship between plagiarism and paraphrasing?

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**Definition**

**Activity**

Look at the following statement “A” is paraphrased by person B, C D E and F.

1. **B**

Paraphras 1

**It is not illegal in some cultures to be married to more than one woman, but the monogamous relationship is the most common.**

In some cultures, polygamy is legal; however, monogamy is found in most cultures.

original

**C D**

Even though polygamy is accepted in some places, monogamy is more widely practiced.

Although having more than one wife is allowed in some countries, being married to one wife is the norm.

Paraphras 3 qraphras 3

Paraphras 2

**E F**

Paraphras 5 qraphras 3

Although having a multiple number of wives is not against the law in some cultures; most men marry only one wife.

Most people choose monogamy, even though polygamy is legal in some countries.

Paraphras 4 qraphras 3

**Based on the information you get from the above activity; how do you define paraphrasing? Paraphrasing is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Together we see the definition by scholars?**

* Bailey, (2011) defined saying that “Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning”
* Richards and Schmidt, (2010)defined paraphrasing as “an expression of the meaning of word of a word or phrases, often in attempt to make the meaning easier to understand” (p. 420).
* APA, (2020) Defines saying that “paraphrasing= putting an idea or concept from a source into your own words” (p.39)

## Paraphrasing, Summary and Quotation

**Activity**

**Is paraphrasing mean summarizing or quoting? Discuss this idea with your group of three.**

|  |  |  |
| --- | --- | --- |
| Paraphrasing | Summary | Quotation |
| The aim is to **express/restate** the original idea with your own expressions | The aim is to condense or **reduce** the length of the text | Usually, a brief piece of the text |
| The length of the sentence/paragraph can be longer/shorter/equal to the original text | Summary is shorter than the original text. | Quotation marks used |
| Does not match the source word for word | Does not match word for word | Match the source word by word |
| Involves putting a section of a text in to your own words | Involves putting the main ideas into your own words and including only the main points |  |
| Must be referenced | Must be referenced | Must be referenced |

**Pitfalls of Paraphrasing**

* Forgetting to acknowledge or author
* Misreading the original
* Including too much of the original
* Leaving out important information
* Adding your opinion
* Summarizing rather than paraphrasing
* Substituting inappropriate synonyms
* Expanding or narrowing the meaning

**Activity**

1. From your experience, lists your tips of good paraphrasing’

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1. Share them with a training mate.
2. Now see if your tips are any different from the ones listed below and add to list if any.

**Tips for good paraphrasing**

The following important techniques of paraphrasing are proposed by (Bailey, 2011)

1. Changing Vocabulary by using synonyms:

* Argues=claims
* eighteenth century=1700s
* wages= labor costs
* economize=saving

NB: Do not attempt to paraphrase every word, since some have no true synonym, e.g., demand, economy, energy etc.

1. Changing word class

Explanation(n) = explain(v)

mechanical(adj) = mechanize (v)

profitable(adj.)>profitability (n)

1. Changing word order

… the best explanation for the British location of the industrial revolution is found by studying demand factors > a focus on demand may help explain the UK origin of the industrial revolution

**Another important points to be considered while paraphrasing**

* Read the original until you understand its full meaning.
* Do not forget acknowledging the source of the information/author
* Change the sentence structure.
* Use your own words/styles.
* Check the idea of the original text is unchanged.
* Do not change only the voice of the original.
* Do not add new idea.

**Activity**

1. Below are some steps for paraphrasing, do you agree with the steps? Why? Why Not?

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1. Do feel like changing the order of the steps? Which one/s?

**Steps in the process of Paraphrasing**

1. First make sure that you understand the source itself. Check the definition of any key words if you are unsure.
2. Next, put the reading aside and make some notes from the memory.
3. Then compare your note with the reading to make sure you have included all the key information. Redraft your paraphrase if necessary.
4. Place quotation marks around any unique phrases you have borrowed directly from the source. Note that it is OK not to change technical words, as there often will not be appropriate synonyms for these.
5. Make sure to note down the full details of the sources so you can properly cite the material.

**Activity**

**Study the following statement and try to paraphrase it. Examples are given for you *“Unlike paraphrasing of the spoken speech which does not need to acknowledge the source, paraphrasing in the academic language need a mandatory recognition for the author.”***

**Paraphrase 1**

* *The difference between paraphrasing in academic writing and paraphrasing in the spoken language is that you must cite a person who stated the statement, after you restated the sentence or paragraph.*

**Paraphrase 2**

* *In contrast to the spoken language, it is a must to cite the source of the idea you paraphrased in the written language.*

Now, paraphrase the following statement in your own words please?

**Quote 1**

To Bliuc, et al (2007, p.234), “Blended learning’ describes learning activities that involve a systematic combination of co-present [face-to-face] interactions and technologically-mediated interactions between students, teachers and learning resources.”

**Quote 2**

Fox (2011, p.2) writes, “Today more than at any other time, the potential for technology to provide a major catalyst for change in what we do and how we do it in education has never been more apparent.”

**Paraphrase 1**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paraphrase 2**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Referencing

Referencing is the skill of giving credit to the works of other persons either in the speeches or in the written works. More specifically it is the key elements in the work report writing and reviewing the relevant literature.

In a criminal case, when you refer to another person, it means that you are not going to take a credit to what has been done. That is a case among most individuals, but peoples are also seen for presenting other’s works or ideas as theirs’ when they found the work is related to what they are seeking. This is extremely forbidden, and is an academic injustice. This is called plagiarism.

In academic writing, we can deliberately or un intentionally take other’s work, ideas, innovations, language use or some parts from our pervious works.

**Activity 1.1.**

Which of the following points works for you as reasons for plagiarizing? Rate them all from 1-7 based on your experience.

|  |  |  |
| --- | --- | --- |
| No. | Reasons for plagiarism | Rate |
| 1 | Procrastination |  |
| 2 | Lack of the skills of citing |  |
| 3 | Lack of the skills of quoting others idea |  |
| 4 | lack of the skills of referencing words |  |
| 5 | Lack of the skills of paraphrasing |  |
| 6 | Carelessness |  |
| 7 | Lack of confidence in my work |  |

There are various, causes of making plagiarism; however, from the language points of view, the genuine lack of knowledge of citing, quoting, paraphrasing, and the wrong use of reference words in academic writing leads us to commit a big academic crime. That is plagiarism. We have discussed about paraphrasing skills in details in the section 6.1 above

## The use of reference words

Reference words are used both in a spoken and written language to replace the subjects used in a text. It helps the writer to keep his or her text, coherent.

**Activity 1.2**

Study the following article, and underline the reference words.

* Despite the well-known importance of iron and folic acid supplementation (IFAS) during pregnancy, adherence to these supplements is relatively low and associated factors were not well identified in the study area. This study is aimed at investigating adherence to IFAS and associated factors among pregnant women in Kasulu district, north-western Tanzania.
* Women who failed to consume the tablets according to the IFAS recommendation would experience iron and folic acid (IFA) deficiency anemia and associated negative effects on mothers and newborns.
* The proportion of pregnant women who reported to uptake iron and folic acid supplementation in Tanzania for at least 90 days was less than a quarter (21%) with only 7% in Kigoma region [4].
* I ‘am grateful to my colleague Abiot Andinet, whose extensive computer skills helped me on several occasions.

**Activity 1.3**

**Look at the following referencing words and study your research for how you use them in order to reduce the repetition of writing the subjects again and again.**

Its, his, her, he, she, they, their, this, that, those, this, it, which, who, which

**Other version of referencing in academic writing**

* Some research on adolescents **suggests** that ..
* Murray and Moore (2006) **describe** academic writing as …
* **According to** Haider and Akhter (2012), the method of second language acquisition….
* A number of studies have clearly **indicated** that a student’s command of English plays a role in his/her performance in mathematics.
* Donaldson (1978) **suggested** that…
* Jacobs and Farrel (2012) **mention** that students can learn well if they frequently read a large number of books.
* Richards and Renandya (2002) **note** that…
* A study conducted by Wado and Seid (2012) **explain** that…
* Many studies **show** that…

## Quotation

**Knowing** about quotation rules has a multi-function in academic writing. One of the functions of quotation rule is knowing how to use quotation mark as per the rule of punctuation marks. We will deal about the rule of using punctuation marks in academic writing and the common mistakes. However, quoting is more than correctly using the punctuation mark.

**Activity**

1. Can you mention some uses of quoting in academic writing?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Is quoting similar to citing?**

**Let’s see the advantages of quoting**

1. Quoting protects plagiarism or academic thefts.
2. To quote means to acknowledge the source of the information.

## Important tips on quotations

* Quotations should not be over used.
* All quotations should be introduced by a phrase that shows the source.
* Short quotations (2-3 lines) are shown by single quotation marks.
* Quotations should not be confused with citations:
  + quoting is ‘using the exact words of another source in your writing, Citing is acknowledging the source of the idea and indicating its location, (Hunter, 2006, p.5).
  + Longer quotations are indented (given wider margin). In this case, a quotation mark is not needed.
  + Page numbers should be given after the date.
* Care must be taken to ensure that quotations are the exact word of the original. If it is necessary to delete words that are irrelevant, use points . . . to show where the missing section was.
* It may be necessary to insert a word or phrase into the quotation to clarify a point. This can be done by using a square brackets [ ]:

**it is better to quote when:**

* the original word expresses an idea in a distinctive way.
* the original is more concise than your summary could be.
* the original version is well known.

**Activity**

1. **What should be corrected in the following excerpt from an article entitled ‘Publishing and Academic Writing’ in the journal named PROFILE, vol.16, issue 2 p.12) by (Cardenas ,2014)**

For most university teachers, the “publish or perish” pressure to sustain a position in our career has had an impact on the field of teaching as researchers and writers and has, in turn, fostered debates regarding teacher preparation and the possibilities we have to get published in academic or scientific journals (Adnan, 2009; Cárdenas, 2003; Lillis & Curry, 2010; Rainey, 2005; Smiles & Short, 2006; Whitney, 2009).

1. Which of the following is well quoted?

A.

According to information written in ‘Kapital’, research and community service are less focused by most of Higher academic institutions: the majority of universities in Ethiopia have concentrated on teaching, and are not participating actively in research, community services, and development endeavors of the country as expected. Universities have side-lined research and more importantly, community services as secondary tasks… (August 19, 2019).

B.

“The road map differentiates universities to engage in focus areas to solve their communities’ problems and help to organize resources, both in human resources and inputs used for laboratories and machines,” said Tirusew Tefera, one of the architects of the new road map.

C.

“Tirusew points out that engage in focus areas, universities are differentiated by the roadmap ‘… this will help them to solve their communities’ problems and help to organize resources, both in human resources and inputs used for laboratories and machines,” said Tirusew Tefera, one of the architects of the new road map’ (2019:19).

# Chapter Three: writing the methodology section

## 3.1. Objectives

**At the end of this unit, trainees will be able to:**

* Identify purposes for writing the methodology section
* Describe their design using appropriate English language phrases
* Write the samples and sampling techniques accurately.
* Describe their research instruments.
* Write the procedures of their study using appropriate vocabulary.

**Activity 3.1.**

**Answer the following questions based on the instructions for each**

*The Methodology should contain sufficient detail for readers to*

*replicate the work done and obtain similar results.*

1. **What does the above quote imply?**
2. **What do you think are the purposes of writing the methodology section? Please, discuss in pairs.**

## 3.2. Describing the design

**Activity 3.2.**

**Work individually and answer the following questions.**

1. Write the phrases you commonly use in your methodology section to describe

* The design of the study

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* Samples and sampling techniques

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

* Instruments/tools of the study

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

* Procedures of the study, etc.

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Now share your thoughts in threes**

**Activity 3.3.**

1. Read the following texts of design of a stud carefully and see if you can form language patterns for writing the design of a study.

***Text 1:*** *The purpose of the study was to assess students’ self-regulated learning strategies of learning speaking and differences between gender groups and to identify the challenges students face while using SRL strategies in speaking classes. To this end, descriptive survey design which combines both qualitative and quantitative approaches were used in conducting the study.*

***Text 2:*** *This study intended to explore TEFL graduate supervisees’ perception of their thesis supervisors’ direction and support roles to thesis, supervisory styles, the supervisees’ level of satisfaction with thesis supervision, and the association between supervisory styles and satisfaction with thesis supervision. To this end, descriptive survey design was adopted dominantly to describe the existing situations.*

***Text 3:*** *The general objective of this study was to explore the perception and practices of written feedback on EFL students’ thesis in some selected universities, Ethiopia. To address the objective of the study, cross-sectional descriptive survey design was adopted since the purpose of the study was mainly to describe the incident at certain point in time.*

**Activity 3.4.**

Read example phrases for writing the design of a study and add yours to them.

* X design was used in the study.
* The study used x design.
* The study adopted x design.
* The study opted for x design.

**NB:** In describing the design usually mentioning the reason for choosing that particular design is described before or after the mentioning of the design type opted.

**Activity 3.5**

1. Read the phrases for justifying why we opt a design and add yours to the lists
2. Read the above texts and see where the justifications are given.
   * This design is used when….
   * The key / basic / chief / crucial / decisive / essential / fundamental / important / main / major / principal advantages of using this design is…
   * The reason for opting/using/applying this design is…
   * X design was chosen because…
   * X design was used as …

## 3.3. Writing Samples and the sampling techniques

**Activity 3.6.**

**Work individually and answer the following questions**

1. **What do you think about the following description of samples and sampling size? See if you can re-write it.**

The investigator used comprehensive sampling technique for teachers which mean the researcher used all grade ten English teachers for the sample since they were manageable. In addition, comprehensive sample technique was appropriate for such small number of participants.

The researcher used systematic random sampling because the number of student population is large, so systematic random sampling technique is appropriate to select samples from such a large population so as to give equal opportunity for the population to participate in the sample. To do this, first the population would be listed their names based on their alphabetical order.

1. **What do you think the language of a good description of samples and sampling techniques should be?**

**Activity 3.7.**

**Work individually and answer the following questions**

1. **Read the re-written form of the above text and explain what made it better than the previous.**

English Language teachers and students were the samples of this study. To select these samples, two types of sampling techniques were used. The first technique was comprehensive sampling technique. This was used for selecting all English Language Teachers of grade ten who were manageable and small in number. The second kind of sampling technique was systematic random sampling technique that was used to select student samples. Systematic random sampling technique was believed appropriate to select samples of such a large population so as to get a representative sample for the study.

1. **Read the other version of this same text and share what you felt about it**

English Language teachers and students were samples. Two types of sampling techniques were used. Comprehensive sampling technique was used for selecting English Language Teachers of grade ten who were manageable and small in number. Systematic random sampling used to select student samples. Systematic random sampling technique was believed appropriate to select samples of large population to get a sample for the study.

1. **What do you think made this text read odd?**

## 3.4. Describing instruments

**Activity 3.8.**

Attempt the following questions first individually, then discus in threes.

1. What are the major research tools/instruments you use in your field of study?

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1. How do you describe them?

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1. Do you think the details we should give for the tools we construct ourselves and the ones we adapt should differ? Why? Why not?

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1. What differences do you see between the examples below?

**Example**

Attitude toward school was measured with a nine-item questionnaire developed for this study.

**Improved Version of Example**

Attitude toward school was measured with a questionnaire developed for this study. The questionnaire contained nine statements. The first three measured attitude toward academic subjects, the next three measured attitude toward teachers, counselors, and administrators and the last three measured attitude toward the social environment in the school. Participants were asked to rate each statement on a five-point scale from 1 (strongly disagree) to 5 (strongly agree).

## 3.5. Writing procedures of the study

**Activity 3.9.**

**Do the following questions according to the instruction for each.**

1. **One of the areas of language error in writing a study report is writing the description of the procedure of the study. Read the following brief description and:**
   1. share what you felt about the text to the trainers in whole class discussion.
   2. decide if the description has errors, if so what kind of errors.
   3. re-write the description individually and compare with a colleague’s text.

**---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

1. **How important do you think are the words such as firstly, secondly, thirdly and finally in the text? What would happen to the text if we remove them from the text?**

In an attempt to address the research objectives relating to the effects of students’ self-regulated learning strategy use on their academic performance and attitude to self-regulated learning strategy use, this study used the following procedures. **Firstly,** the tools were prepared. **Secondly,** the they were piloted to check the reliability and validity. **Thirdly,** as they were found reliable and valid, the tools were used to collect data for the main study. **Finally,** the data were analyzed thematically based on the research questions.

**Activity 3.10.**

Below are some words for indicating sequence. Please, group the words based on similarities of their functions. See the headings for grouping below the table.



**Showing beginning**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Showing parallel action**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Showing ending**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Referring back to earlier**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Showing later action/step**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Others**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

## 3.6. Notes

Depending on the writing guide (APA, MLA, Chicago, etc.) you follow, note the following in writing your methodology section.

* **Use the past tense**. Always write the method section in the past tense.
* **Be descriptive**. Provide enough detail that another researcher could replicate your study, but focus on brevity. Avoid unnecessary detail that is not relevant.
* **Keep a style guide**.  As you are writing your method section, keep a style guide on hand.
* **Make connections**. Read through each section of your paper for agreement with other sections. If you mention procedures in the method section, these elements should be discussed in the results and discussion sections.
* **Proofread**. Check your paper for grammar, spelling, and punctuation errors, typos, grammar problems, and spelling errors. Although a spell checker is a handy tool, there are some errors only you can catch e.g., lean for learn can be identified by the spell checker.
* **Get a second opinion**. Many times, you can become too close to your work to see errors or lack of clarity. Take a rough draft of your method section to your friends or language editors for additional assistance.

# Chapter Four: English for writing the results section

## 4.1. Objectives

At the end of this chapter, you will be able to:

* Identify the different naming for the results section.
* Recognize guidelines for writing results section.
* Identify the language for writing results section.

**Activity** 4.1.

This chapter is named differently in different fields of study and manuscript.

What do you call it in your field? Share this to your friend.

****

Adopted from Glasman-Deal, H. (2010).

## 4.2. Guidelines for writing results section

1. Organize the analysis and results section around the research hypotheses, purposes, or questions stated in the introduction.
2. Present descriptive statistics first (if any) before inferential statistics.
3. Organize large numbers of statistics in tables, and give each table a number and descriptive title (i.e., caption).
4. When describing the statistics presented in a table, point out **only the highlights**.
5. Statistical figures (i.e., drawings such as bar graphs) should be professionally drawn and used sparingly.
6. Spell out numbers that are less than ten. Spell out numbers that start sentences.

Example:

*10 of the respondents stated that schooling does harm children’s behavior.* ***X***

*Ten of the respondents stated that schooling does harm children’s behavior.****√***

1. Qualitative results should be organized and the organization made clear to the reader.

Example:

The interview results can be grouped into three main sub-themes. The first relates to supervisors’ perception to the need to follow certain guidelines in providing feedback. The second is about the need to check how supervisees feel about following guidelines. The last one relates to how determined supervisors are to use the guidelines they make in the supervision process.

**Activity 4.2**

1. **Look at the following sentences (S1and S2), which of the two sentences you think sound right for writing results?**

S1. Table 4 shows the relationship between the numbers of species A and species B.

S2. The abundances of species A and B were inversely related (Table 4).

**Note:** In S1 the author is merely telling readers what they can already see in the table. S2 is much more helpful, because it focuses on the meaning that can be inferred from the table. S1 forces readers to make their own interpretations (which may in fact be interpretations that you don’t want them to make). S2 saves readers from making any mental effort and at the same time guides them towards the interpretation that you want them to have.

1. **One of the language issues in writing the results section is the issue of conciseness (writing what you want to say in few words). Compare the OV and RV below in terms of conciseness.**



Adapted from Wallwork (2011).

**Activity 4.3.**

1. What is the problem with the following sentence indicating result? (Find at least two problems)

According to Table 9 indicates that there is a significant statistical difference between the control and experimental groups’ post intervention test result.

1. Now re-write the sentence taking the examples of the RV above.

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1. Read the information in the following tables and the results below them, then analyze the language errors and prepare an RV for the results in 20 words each. Then compare your revised versions with a classmate.

**Table 1: Supervisors’ and Supervisees’ Perception to the Functions of effective feedback**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item No. | Effective feedback | Supervisor (n=37) | | Supervisee (n=55) | |
| Mean | Std. Dev | Mean | Std. Dev |
| 1 | communicates gaps. | 4.59 | 0.96 | 3.80 | 1.18 |
| 2 | improves thesis. | 4.67 | 0.94 | 4.38 | 0.85 |
| 5 | provides detail for improvement. | 4.24 | 0.83 | 4.12 | 1.06 |
| 9 | evaluates work. | 4.51 | 0.90 | 4.40 | 0.81 |
| 20 | acknowledges efforts. | 4.38 | 0.92 | 4.05 | 0.99 |
|  | **Grand mean** | **4.49** | | **4.21** | |

According to Table 1 above shows that the supervisors and supervisees perception to the functions of effective feedback scale mean equals 4.49 and 4.21, respectively. These indicates more than agreement (>4) values which shows that supervisors’ and supervisees had a favorable perception to the functions of effective feedback.

**The language errors we have identified in the results described here are**

1. -----------------------------------------
2. -----------------------------------------
3. ------------------------------------------
4. ------------------------------------------
5. ----------------------------------------------

**The result can be re-written as (RV)**

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Table 2: Supervisors’ and Supervisees’ Perception to Focus of effective feedback**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item No. | Effective feedback | Supervisor (n=37) | | Supervisee (n=55) | |
| Mean | Std. Dev | Mean | Std. Dev |
| 11 | balances praise and criticisms. | 4.03 | 1.19 | 3.945 | 0.97 |
| 16 | criticizes supervisee’s thesis work. | 2.73 | 1.3 | 3.38 | 1.394 |
| 17 | develops supervisee as a thesis writer. | 4.08 | 1.06 | 4.04 | 0.92 |
| 18 | does not disrespect the supervisee as a person. | 4.29 | 1.15 | 3.42 | 1.32 |
| 19 | focuses on the work, not supervisee as a person. | 4.51 | 1.51 | 3.84 | 1.29 |
|  | **Grand Mean** | **3.93** |  | **3.72** | |
|  |  |  | |  | |

The mean of supervisors and supervisees perception to the focus of effective feedback equals mean of 3.93 and 3.72, respectively (Table 2). This mean values nearly equal agreement scale (4) showing favorable perception of the supervisors and supervisees to the focus of effective written feedback.

**The language errors we have identified in the results described here are**

1. -----------------------------------------
2. -----------------------------------------
3. ------------------------------------------
4. ------------------------------------------
5. ----------------------------------------------

**The result can be re-written as (RV)**

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## 4.3. Notes

How can I assess the quality of my results section?

To make a self-assessment of your results section, you can ask yourself the following questions.

1. Have I expressed myself as clearly as possible, so that the contribution that my results give stands out for the referees and readers?
2. Have I limited myself to only reporting the key result or trends that each figure and table conveys, rather than reiterating each value?
3. Have I avoided drawing conclusions? (This is only true when the Results is an independent section)
4. Have I chosen the best format to present my data (e.g., figure or table)?
5. Have I ensured that this is no redundancy between the various figures and tables?
6. Have I ensured that my tables of results are comprehensive in the sense that they do not exclusively include points that prove my point?
7. Have I mentioned only what my readers specifically need to know and what I will subsequently refer to in the Discussion?
8. Have I used tenses correctly? past simple for your findings (in the passive form), present simple (descriptions of established scientific fact)

# Chapter Five: English for writing the discussion section

## 5.1. Objectives

At the end of this unit, trainees will be able to:

* Recognize the guidelines for writing the discussion section.
* Assess discussions made.
* Revise discussion based on guidelines.

**Activity 5.1.**

**Work in threes and answer the following questions?**

1. **What is the importance of discussion in research?**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

1. **What makes discussion different from the results section?**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

1. **Read the following note and decide if there is a point you do not agree on.**

## 5.2. Importance of a Good Discussion

* **This section is often considered the most important part of a research paper** because it most effectively demonstrates your ability as a researcher to think critically about an issue, to develop creative solutions to problems based on the findings, and to formulate a deeper, more profound understanding of the research problem you are studying.
* **The discussion section is where you explore the underlying meaning of your research**, its possible implications in other areas of study, and the possible improvements that can be made in order to further develop the concerns of your research.
* **This is the section where you need to present the importance of your study** and how it may be able to contribute to and/or fill existing gaps in the field. If appropriate, the discussion section is also where you state how the findings from your study revealed new gaps in the literature that had not been previously exposed or adequately described.
* **This part of the paper is not strictly governed by objective reporting of information** but, rather, it is where you can engage in creative thinking about issues through evidence-based interpretation of findings. This is where you infuse your results with meaning.

**Activity 5.2.**

**Do the following questions according to the instruction for each.**

1. What important issues do you think you need to consider when writing the discussion section? Write some here.

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1. Add some into your lists by discussing with your classmates.

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. Compare your lists with the lists below.

## 5.3. Guideline for writing the discussion section

1. Consider starting the discussion with a summary.
2. Early in the discussion section, refer to the research hypotheses, purposes, or questions stated in the introduction.
3. Point out whether results of the current study are consistent with the results and theories described in the introduction (reviewed empirical studies and theories).
4. Consider interpreting the results and offering explanations for them in the discussion section.
5. It is usually inappropriate to introduce new data or new references in the discussion section.

**Source: Wallwork, A. (2011). English for Writing Research Papers. Springer: London.**

**Activity 5.3.**

**Read the following discussion made in an article**

Even if this study found a congruence between supervisors’ perception and practice on the one hand and supervisees’ perception and views about their supervisors’ practice of written feedback, on the other, a number of studies reviewed indicated this was not always true. For example, Iqbal, Gul, Lakhani and Rizvi (2014) discovered that supervisors’ practices, in most cases, were discordant with their perception of the written feedback. Similarly, Lee (2009) conducted one such study in Hong Kong and discovered many disparities between EFL (English as a Foreign Language) teachers’ perceptions and their actual practices of giving feedback. One of the reasons for this difference might be the differences in the contexts of the studies as feedback practice and perceptions can be shaped by the feedback provision work environment. Gul, Tharani, Lakhani, Rizvi & Ali (2016) affirm, “Feedback does not operate in a vacuum, and in fact, the quality and nature of WFB is affected by a number of contextual factors.”

1. Share what you felt about it to a classmate.
2. Evaluate it on the bases of the five guidelines above.
3. Produce an RV of the text.

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1. Compare your RV with a classmate’s text.

# Chapter Six: English for writing the conclusions and recommendations

## 6.1. Objectives

At the end of this unit, you will be able to:

* Identify English for writing the conclusions section
* Assess qualities of a good conclusion
* Identify English for writing recommendations

## 6.2. English for writing the conclusions

The key skills are knowing what referees and readers expect to find in conclusions, not repeating exactly the same phrases and information from your abstract and introduction, and in providing a clear and high-impact take-home message for readers.

**Activity 6.1.**

1. **Do you agree with ideas in 6.2? Why? Why not?**

**----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

1. **Read the following conclusions and share what you felt about it to a classmate**

Supervisors’ and supervisees’ practice and perception of thesis written feedback in EFL context was explored using sets of questionnaires and interviews. Supervisors and supervisees observed to have a favorable perception to effective written feedback. Yet, it is evidenced that they differ in their perception. Hence, it is important to note that while EFL supervisees and supervisors view written feedback positively, they may not necessarily perceive it the same way. Similarly, it is seen that EFL supervisors were practicing written feedback to a high extent and supervisees agree to it. Yet, the supervisors’ reported practice statistically significantly differs from what supervisees view about their supervisors’ practice. As a result, further research is required to explore the reasons for the differences between the supervisors’ reported practice and supervisees’ views about their supervisors’ supervision practice.

In relation to the association between supervisors’ and supervisees’ perceptions of effective written feedback and written feedback practices, this study proveda congruence between supervisors’ perception and practice on the one hand and supervisees’ perception and views about their supervisors’ practice of written feedback, on the other. The effect of the congruence on the quality of the supervisees’ theses may need further study. Moreover, since this study focused on written supervision in the context of English as Foreign Language and on theses in the fields of English Language Teaching, other researchers may need to study if similar results can be obtained in other contexts and fields of study.

1. Read the conclusions again and evaluate it based on the ideas below.

## 6.3. Note: How can I assess the quality of my Conclusions?

To make a self-assessment of your Conclusions, you can ask yourself the following questions.

* Is what I have written really a Conclusions section? (If it is more than 200–250 words, then it probably isn’t – it needs to be much shorter)
* Have I avoided cut and pastes from earlier sections? Do my Conclusions differ appropriately from my Abstract, Introduction and final paragraph of my Discussion?
* Are my Conclusions interesting and relevant?
* Have I given my Conclusions as much impact as possible and have I avoided any redundant expressions?
* Have I avoided any unqualified statements and conclusions that are not completely supported?
* Is my work as complete as I say it is?
* Have I avoided phrases like "in conclusion...," "in summary...," or "in closing...." These phrases can be useful, even welcome, in oral presentations but not in writing.

## 6.4. English for writing recommendations

**Activity 6.2.**

**Read the following questions and attempt each of them.**

1. **What do you understand by recommendation?**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

1. **What is a modal verb commonly used in recommendations?**

**----------------------------------------------------------------------------------------------------**

1. **Read the following recommendations in article and identify to whom the recommendations are made and what terms indicate they are recommendations.**

Considering the differences in the supervisors’ and supervisees’ perception and practice written thesis supervision feedback, it is recommended that other researchers study the reason for the differences. Moreover, English Language thesis supervisors should be aware of their own and their supervisees’ perception in order to improve their practices. Furthermore, while we believe this study contributes a great deal to the study of supervisors’ and supervisees’ thesis written feedback in EFL context with respect to focus, function, nature and adjustment required of thesis written feedback, we warn conclusions made about supervisors’ self-reported written feedback practice should be interpreted cautiously with the understanding of the limitations of self-reported practice.

1. **Read the other version of the recommendations and see if they still sound the same. If not, identify why do the recommendations below sound different**

Considering the differences in the supervisors’ and supervisees’ perception and practice written thesis supervision feedback, other researchers must study the reason for the differences. Moreover, English Language thesis supervisors must know their own and their supervisees’ perception in order to improve their practices. Furthermore, while we believe this study contributes a great deal to the study of supervisors’ and supervisees’ thesis written feedback in EFL context with respect to focus, function, nature and adjustment required of thesis written feedback, we warn conclusions made about supervisors’ self-reported written feedback practice have to interpreted cautiously with the understanding of the limitations of self-reported practice.

# Chapter seven: Discourse markers, Grammar and Common Mistakes

## 7.1. Objectives

**At the end of this unit, you will be able to:**

* Identify some discourse markers in writing research report.
* Identify grammatical difference between the language of a proposal and research report
* Describe the common mistakes in writing research report.

**Activity 7.1.**

**Do the following questions according to the instruction for each.**

1. **See the underlined words in the following text. How important do you think they are to the flow of ideas in the text. What would happen if we omit them? Do you think meaning will be affected?**

**While** it is observed that the supervisors and supervisees had favorable perception to written thesis supervision feedback **but** they significantly differ in their level of perception. **In relation to** the practice of thesis written feedback, **except for** items relating to the need to adjust written feedback **which** is a little above neutral for supervisees, all other categories (the functions, the focus and the nature thesis written feedback) are agreement level **that** indicates that supervisors believe they are practicing thesis written feedback **and** supervisees **also** agree their supervisors does so.

1. **See the following version and explain how you felt about the text.**

It is observed that the supervisors and supervisees had favorable perception to written thesis supervision feedback, they significantly differ in their level of perception. The practice of thesis written feedback, items relating to the need to adjust written feedback is a little above neutral for supervisees, all other categories (the functions, the focus and the nature thesis written feedback) are agreement level indicates that supervisors believe they are practicing thesis written feedback supervisees agree their supervisors so.

1. **Read the following lists of linking words and add more into each list.**

**Describing similarities**

Likewise

Correspondingly

Equally

Not only… but also

In the same way

Similarly

**Showing cause and effect**

Consequently

As a result

Thus

Hence (never ‘hence why’)

Since (try to avoid ‘as’ when showing cause and effect)

Because

Therefore

Accordingly

This suggests that

It follows that

For this reason

**Comparing and contrasting**

Alternatively

However

Conversely

On the other hand

Instead

Yet

On the contrary

**Showing limitation or contradiction**

Despite/in spite of

While (not whilst!)

Even so

On the contrary

Nevertheless

Nonetheless

Although

Admittedly

**Emphasis, addition or examples**

To illustrate

To clarify

Further (not ‘furthermore’)

First, second and third (not firstly, secondly and thirdly)

For instance

Moreover

Typically

Especially

In fact

Namely

In addition

**Concluding**

To summarize

It can be concluded that

As can be seen

Ultimately

Finally

## 7.2. Differences between grammar for proposal and final research report

**Activity 7.2**

1. List possible language differences between writing a proposal and final report.
   1. ------------------------------------------------------
   2. ------------------------------------------------------
   3. ------------------------------------------------------
   4. -----------------------------------------------------
   5. -------------------------------------------------------
   6. -------------------------------------------------------
   7. -------------------------------------------------------
   8. -------------------------------------------------------
   9. -------------------------------------------------------
   10. -------------------------------------------------------
2. Improve the list with a training mate.

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 7.3. Common mistakes in writing research

* 1. **Wordiness**
* Wordy: Sesame is now Ethiopia’s second largest agricultural source of foreign revenue earnings export after coffee in terms of source of foreign revenue earnings (Sorsa, 2009).
* Corrected:------------------------------------------------------------------------------------------------------------------------------------------------------------------------
* Wordy: In Ethiopia, sesame is commonly cultivated in areas ranging in altitude from 500 to 1300 meters above sea level
* Corrected:------------------------------------------------------------------------------------------------------------------------------------------------------------------------
  1. **Using tenses**

**Wrong:** 80% of the wild animals found dead in the park are killed by informal settlers while the rest 20% are killed by the poachers last year alone.

* Corrected:------------------------------------------------------------------------------------------------------------------------------------------------------------------------
  1. **Use of voice**
* **Wrong:** The researcher was collected the data from 289 students and 79 high school teachers.
* Corrected: ---------------------------------------------------------------------------------------------------------------------------------------------------------------------
* **Wrong: Sixteen classroom o**bservations made over eight weeks of the course.
* Corrected: ---------------------------------------------------------------------------------------------------------------------------------------------------------------------
* **Wrong:** Data analyzed using statistical package for social sciences version 20. One way Analysis of variance employed for analysis of numerical data collected whereas chi-square test procedure used to compare binomial data. Means separated using Tukey HSD test and considered significant at *P* < 0.05. The data presented using tables, figures, percentages, means and standard deviations.
* **Corrected:** ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
* **Wrong**: From the interviewed respondents, around 35 % were attended junior secondary school.
* **Corrected**: --------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. **Use of references**

**Wrong**: *Data on 3881 synchronization records from the year 2011 to 2017 were used to evaluate* ***its*** *effectiveness trend.*

**Corrected:** -------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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