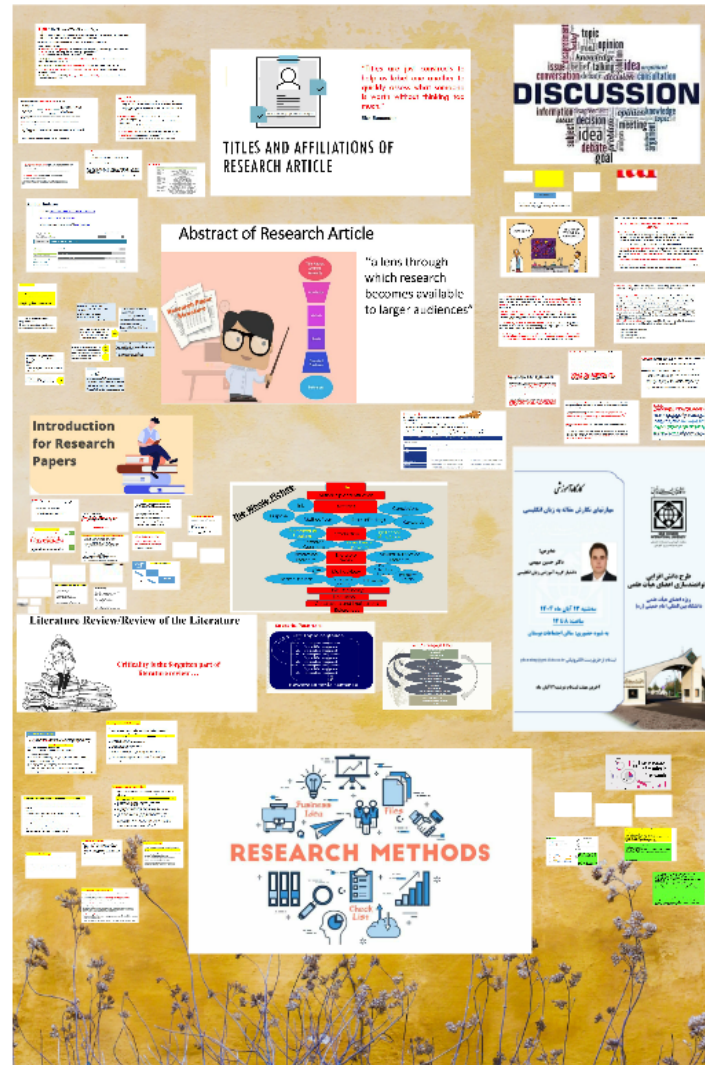
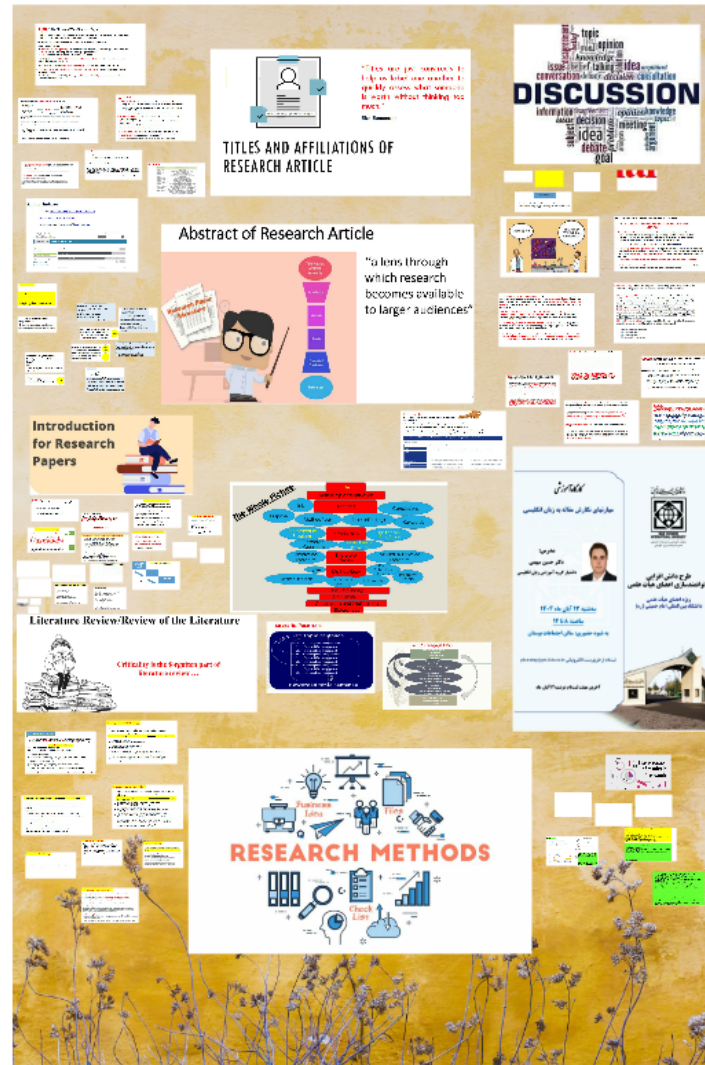
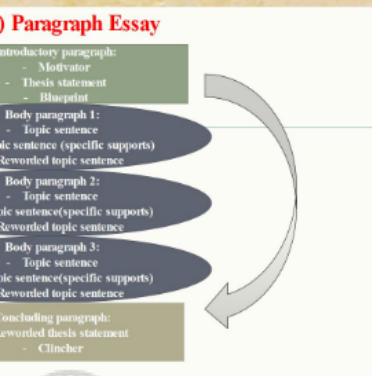








کارگاه آموزشی

مهارتهای نگارش مقاله به زبان انگلیسی

مدرس:

دکتر حسین میهمی

دانشیار گروه آموزشی زبان انگلیسی



سه‌شنبه ۱۳ آبان ماه ۱۴۰۴

ساعت: ۸ تا ۱۲

به شیوه حضوری: سالن اجتماعات بوستان

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وَالْكَافَّةُ مِنْ الْمَلَأَیْمِ خَمْسَى



IMAM KHOMEINI
INTERNATIONAL UNIVERSITY

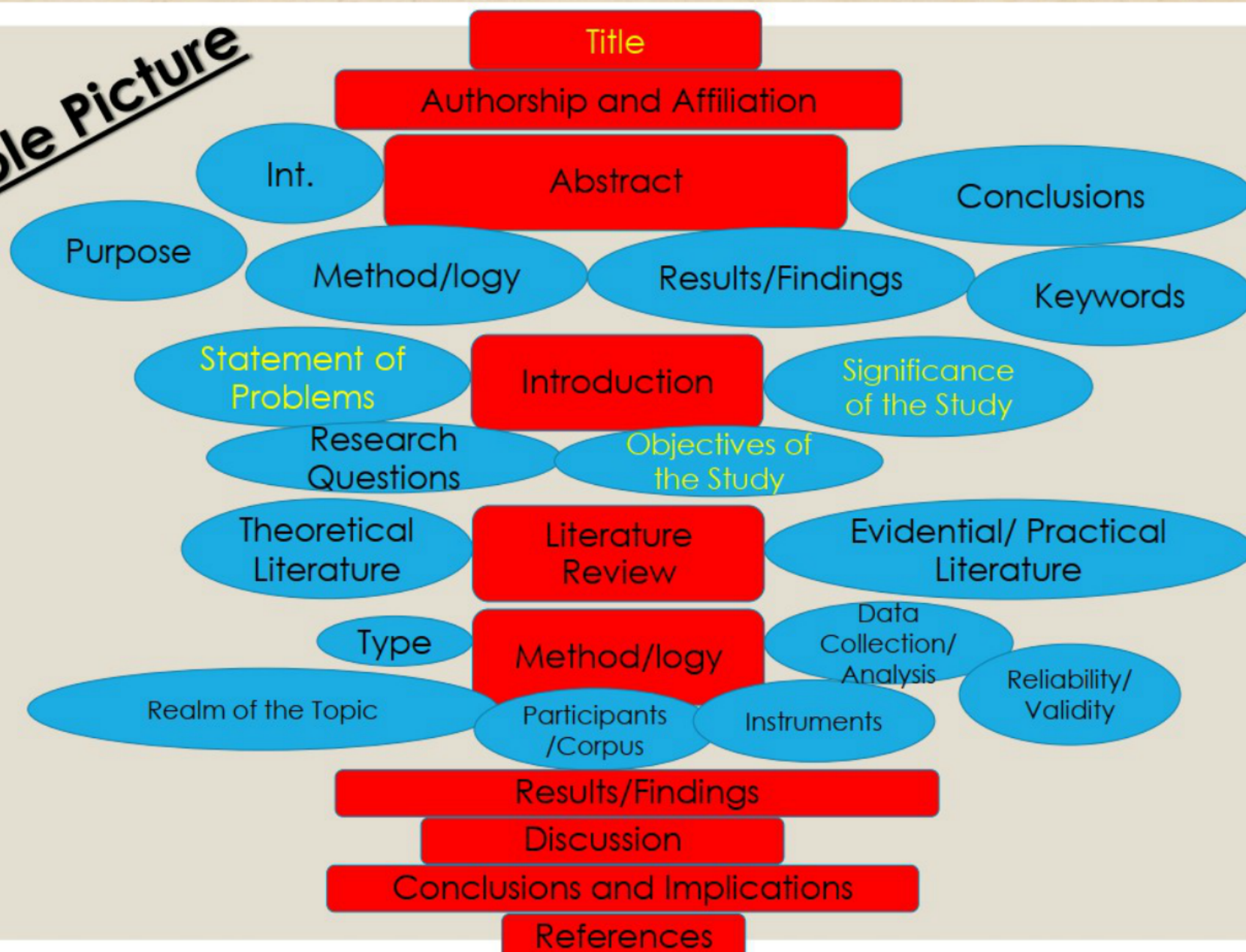
معاونت آموزشی و تحصیلات تکمیلی
مدیریت برنامه ریزی آموزشی

طرح دانش افزایی و توانمندسازی اعضای هیأت علمی

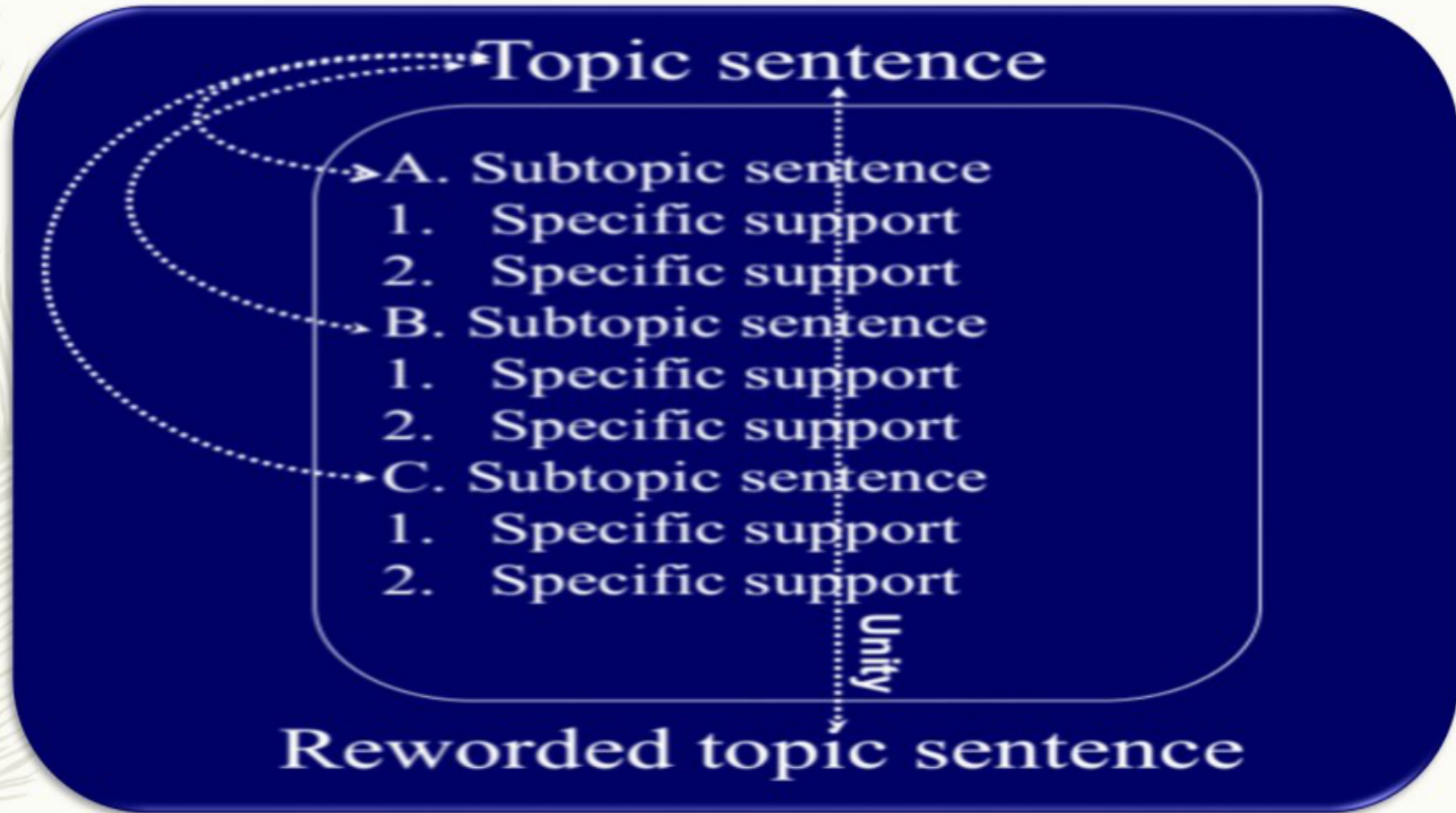
ویژه اعضای هیأت علمی
دانشگاه بین‌المللی امام خمینی (ره)



The Whole Picture



Structuring Paragraphs



Five (N) Paragraph Essay

Introductory paragraph:

- Motivator
- Thesis statement
- Blueprint

Body paragraph 1:

- Topic sentence
- Subtopic sentence (specific supports)
- Reworded topic sentence

Body paragraph 2:

- Topic sentence
- Subtopic sentence (specific supports)
- Reworded topic sentence

Body paragraph 3:

- Topic sentence
- Subtopic sentence (specific supports)
- Reworded topic sentence

Concluding paragraph:

- Reworded thesis statement
- Clincher

Title: The Identity of Your Research Paper

- The title is the first part of the research paper, which the editors, reviewers, and readers read.
- The title of an article should be simple, precise, and catchy
- ❖ The rule of thumb: 12 to 18 words / APA 7th does not set limitations.

Components of a title:

- 1- **Nature/Essence (Optional)**: The nature of study regarding methodology, perspective, etc.
- 2- **Topic**: The general subject which a study pays attention
- 3- **Focus**: The specific, narrowed down area of a study

- **Effects (NATURE) of CO₂-driven Ocean Acidification (TOPIC) on the early Developmental Stages of Invertebrates (FOCUS)**
- **The Impact of (NATURE) Junk Food Advertising (TOPIC) on Teenagers in Iraq (FOCUS)**
- **Developing Identity-oriented Teacher Education Programs (TOPIC) among Iranian High School Teachers (FOCUS)**
- **An Inquiry into (NATURE) Managers' Discourse (TOPIC) in International Business Communications (FOCUS)**

Some more expressions for **introducing the nature** of the study

The Evaluation of ...
A Critical Study of ...
An Overview of ...
The Analysis of ...
An Investigation into



However



Generally, it is better not to use these expressions too often, Especially when the title is descriptive enough.

Redundancy

Poor: An Investigation into the Role of Negotiation in Developing Cultural Identity of the Primary School Teachers

Better: The Role of Negotiation in Developing Cultural Identity of the Primary School Teachers

Are articles (a / an, the) necessary?

Although a title is not generally a complete sentence, it does have to be grammatically correct. This means that it must have articles where necessary, even though this will increase the length of the title.

Incorrect: *Survey of importance of improving design of internal systems

Correct: A survey of the importance of improving the design of internal systems

Types of Titles

- ❖ **Declarative Titles:** Declarative titles state the main **findings** stated in the paper. These titles convey the most information and are the most appropriate for research articles.
- ❖ It summarizes the study and the results of the study. This type of title provides the most insight into the contents of the paper.

- Food fortification decreases the prevalence of iron deficiency anemia in rural India

- ❖ **Descriptive Titles:** Descriptive title describes the subject of the research without revealing the conclusions.
 - ❖ **Descriptive titles** often include details about the methods used to conduct the study rather than the findings.
 - ❖ Participants, research method, data collection procedure, etc.
- Effect of food fortification on the prevalence of iron deficiency anemia in rural India

- ❖ **Interrogative Titles:** Interrogative title poses the subject of research as a question.
 - ❖ **Interrogative Titles** commonly avoid the inclusion of any details of the study itself.
 - ❖ **Interrogative Titles** are not preferable for most journals.
- Does food fortification decrease the prevalence of iron deficiency anemia in rural India?

❖ **Compound/Hanging Titles:** consist of two parts separated by a colon.

❖ **Dividing a title into two parts helps to provide additional information on the study design**

- Impact of food fortification in children with iron deficiency anemia: A randomized controlled trial

❖ **Nominal Titles:** They capture the main essence of the paper:

- The effect of fast food on obesity and weight gain

A longer title is more likely to contain a given search term and is therefore identified more easily. Since most of the journals have a limit on the number words which can be used in a title, they are uncommonly used

❖ Authorship

- Every paper includes the name of the author or authors-the *byline*
- First name, middle initial(s), and last name = Ali Akbar Rastegar = Ali A. Rastegar
- **Omit all professional titles (e.g., Dr., Professor)**
- **Omit all academic degrees or licenses (e.g., PhD, EdD, etc.)**
- If the paper has one author, write the author name centered and in standard (i.e., nonbold, nonitalic) font.
- If the paper has multiple authors, order the names of the authors according to their contributions. Write all names on the same line (flowing onto additional lines if needed), centered, and in standard font. For two authors, separate the names with the word "and"; for three or more authors, separate the names with commas and include "and" before the final author's name.
- For names with suffixes, separate the suffix from the rest of the name with a space, not a comma (e.g., Roland J. Thorpe Jr.)

❖ Authorship

Variation	Example
One author, one affiliation	Maggie C. Leonard Department of Psychology, George Mason University
One author, two affiliations	Andrew K. Jones-Willoughby School of Psychology, University of Sydney Center for Behavioral Neuroscience, American University
One author, no institutional affiliation	Isabel de Vries Rochester, New York, United States
Two authors, shared affiliation	Mackenzie J. Clement and Talia R. Cummings College of Nursing, Michigan State University
Two authors, different affiliations	Wilhelm T. Weber ¹ and Latasha P. Jackson ² ¹ Max Planck Institute for Human Development, Berlin, Germany ² College of Education, University of Georgia
Three or more authors, shared affiliation	Madina Wahab, DeAndre L. Washington Jr., and Julian H. Lee School of Public Health, University of California, Berkeley
Three or more authors, different affiliations	Savannah C. St. John ¹ , Fen-Lei Chang ^{2,3} , and Carlos O. Vásquez III ¹ ¹ Educational Testing Service, Princeton, New Jersey, United States ² MRC Cognition and Brain Sciences Unit, Cambridge, England ³ Department of Psychology, University of Cambridge

Author Indexes

ORCID: <https://orcid.org/0000-0003-4680-9860>

[Scopus Author ID: 56516990900](#)

Web of Science ResearcherID ☐ [B-4652-2014](#)

The screenshot shows the ORCID iD profile page for Hussein Meihami. The header includes the ORCID logo with the tagline "Connecting Research and Researchers", a user menu for "Hussein Meihami" with a language dropdown set to "English", and a search bar with a "Registry" dropdown. A navigation bar below the header contains links for "FOR RESEARCHERS", "FOR ORGANIZATIONS", "ABOUT", and "HELP".

The profile section on the left displays the user's name "Hussein Meihami" and their ORCID iD "https://orcid.org/0000-0003-4680-9860". It also includes options to "Display your ID on other sites", "Public record print view", "Get a QR Code for your ID", and "Also known as".

The main content area is titled "Biography" and features two expandable sections: "Employment (0)" and "Education and qualifications (3)". The "Employment" section is currently collapsed, showing a link to "Add employment" and a "Sort" button. The "Education and qualifications" section is expanded, showing a record for "Shiraz University: Shiraz, Fars, IR" from "2015-10 to 2019-02" for a "PhD in Applied Linguistics (TEFL) (Foreign Languages and Linguistics)". The source is listed as "Hussein Meihami" and is marked as a "Preferred source". Action buttons for "Add qualification", "Add education", and "Sort" are present for this section.

Abstract of Research Article



“a lens through which research becomes available to larger audiences”

❖ Keywords:

Keywords are the most important concepts and themes in a manuscript.

- The number of keywords 3 to 10, depending on the journals' policy.
- Writers should be cautious with using abbreviations (ESE, NASA, etc.).
- Keywords have a profound impact on search results. Using the right words v





❖ Components of Abstracts: Moves of Abstracts

❑ Introduction-Purpose-Method-Results-Conclusion (IPMRC)

- ❖ **Introduction (Background):** A brief introduction or background of the topic that your study has been investigated. By including a brief introduction in their abstract, you can provide readers with enough background information and context to enable them to follow your description of your research

❖ Three types of content to write introduction

1. Arguing for topic prominence: This type of introductory information is similar to centrality claims in research article introductions. Writers can choose to introduce their topic by emphasizing the **relevance**, **significance**, or **importance** of their topic area to their audience and the real world.

- Self-selecting of the material has been the arena of discussion by the researchers of L2 pedagogy.
- Various studies have explored developmental stuttering in children. However, not many investigations have been conducted to examine repetition types produced by these children.

2. Making topic generalizations: Another possible strategy for beginning an abstract is to outline what is currently **known** or is **common/standard practice** within the field of study. This information can also include **definitions of terms, objects, or processes**. This strategy mirrors that of the same name used in research article introductions.

- **IEEE 802.11 MAC based Mobile Ad-hoc Networks (MANETs) are known to experience serious unfairness problems, particularly for TCP connections.** The unfairness is caused by a number of factors and to date, no solution has completely addressed all the factors, so that the unfairness is never completely solved. The work presented here identifies ...

3. Identifying a gap in current knowledge: Writers often try to justify the relevance of their research by demonstrating that a "gap", problems, or deficiencies exist in current applications, methods or knowledge.

- **Despite the great body of work examining the cultural content of the international and local ELT textbooks, the cultural content and elements of the ELT textbooks in the inner, outer, and expanding circle countries have seldom been reported.** That said, the purpose of this study was twofold:

❖ **Purpose (Aim):** What the purpose of conducting your study need to be elaborated. The purpose is the most common function included in abstracts.

The work presented here identified the common factors that lead to the unfairness, and from a consideration of these, a novel solution based on carrier sensing is developed, that can completely solve the serious unfairness problem in MANETs. Simulation results are presented which show the effectiveness of our solution.

In this paper, we argue that this is a conservative definition of coverage.

In this paper, we studied the call drop phenomenon under MLPPP and incorporate our results into a method that predicts TCP latency for a long transfer. The performance model is experimentally evaluated by running TCP over MLPPP over multiple Iridium satellite links.

This study was an attempt to a new algorithm for error-correcting isomorphism detection from a set of model graphs to an unknown input graph.

- The main purpose of this study ...
- This study described ...
- This study examined ...
- This investigation addressed ...

❖ **Method:** The main method of the research needs to be explained. Here, information about participants, the design of the study, the treatments, data collection and data procedures, etc. should be provided.

- The purpose of this study is to explore the effect of using collaborative techniques and activities on EFL students' writing performance. A total of 35 low-intermediate EFL students ranging from 15 to 18 years-of-age participated in this investigation. These participants were assigned into two groups: An experimental group (N= 17) in which writing skill was practiced through a collaborative writing syllabus; and a control group (N= 18) in which writing skill exercised individually in the classroom. In this study a pretest/post-test was run, also a paragraph rating scale was used for obtaining students' overall writing performance and their performance on different components of writing such as content, organization, grammar, vocabulary, and mechanics. The findings of this
- In this paper, we study the call drop phenomenon under MLPPP and incorporate our results into a method that predicts TCP latency for a long transfer. The performance model is experimentally evaluated by running TCP over MLPPP over multiple Iridium satellite links. In order to quantify the effect of LOS component on indoor MIMO performance, an absorber-loaded metal panel was utilized to artificially obstruct the LOS path between the transmit and receive antennas.

❖ **Results (Findings/Products):** This part of the abstract provides information about the main results obtained in the study.

- In this study, 4214 research abstracts in 113 volumes of the Scientometrics journal were extracted from the original papers and reports and examined for their information based on Hyland's (Disciplinary discourses: social interactions in academic writing, Longman London, 2000) five-move model. The results indicated that most of the information provided by the research abstracts during each decade of the journal publication and as a whole, was on method and results of the studies. Nevertheless, the least information both during each decade of the journal publication and as a whole, was on the conclusion of the studies. The results also revealed that there was a positive trajectory of development regarding information about introduction and purpose of the studies in the research abstracts. Thus, it can be concluded that there ...
- A compact 100-GHz corrugated platelet array antenna has been developed based on a corrugated feed design for the background emission anisotropy scanning telescope (BEAST). The antenna results in a gain of 20 dB, and a bandwidth across the full range of W-band 75–110 GHz. The side lobes are down by about -25 dB, a requirement comparable to feed horns used for observation of the cosmic microwave background.

❖ **Conclusion:** This part provides the readers with the main interpretations and implications of the results of your study.

❖ Three types of content to write conclusion

1. Deducing conclusions from results: Writers can conclude by commenting on and interpreting the results, or deducing claims from the results.

- Analyses of the results showed the negative influence of defect standard complexity on both visual search and decision making.
- The simulation models indicate that the innovations, with the exception of the GFX system, can significantly reduce the time and direct labor costs associated with plumbing or fire protection installation while simultaneously improving worker safety.
- Our results confirm that MIMO capacity decreases with the increase in the values of the Ricean factor.

2. Evaluating value of the research: Writers often conclude the abstract by evaluating the suitability or efficiency of the "product", or wider potential applications of the studied technology.

... the studies in the research abstracts. **Thus, it can be concluded that this study significantly obtained** some reasons such as situational options, community of practice, and the extent of the explicitness of the information which have effects on the information provided by the research abstracts.

3. Presenting implications: The writers need to present the main implications of the study.

- To sum, the findings of this study highlight the differences in the frequency of different speech acts and the strategies used to perform them in global and local elementary ELT textbooks, **which bear some implications for ELT textbook developers and language instructors.**

Introduction (Identifying a gap in current knowledge): While some researchers have questioned the efficacy of corrective feedback (CF), other researchers believe that CF can be effective if implemented through new technology types, including e-portfolio (EP). However, whether EP can be used as a medium of providing CF for language learners at different levels of language proficiency is still unknown. **Purpose:** The

purpose of the present study, therefore, was twofold: (a) to examine the writing performance of EFL learners across three levels of language proficiency receiving direct corrective feedback (DCF) via EP, and (b) to investigate which language proficiency group benefits more from DCF provided via EP. **Method:** For the purposes of the present study, sixty (60) Iranian EFL learners who were divided into three levels of language proficiency at Sharif language center in Tehran, Iran participated in this study.

Results: The results of data analysis showed statistically significant differences for two components of writing—content, and mechanics—between beginning and intermediate, and beginning and advanced language learners. The results also showed that the higher the language proficiency level of language learners, the more they benefit from the provision of DCF through EP. **Conclusion: (Evaluating value of the**

research/Presenting implications): These findings suggest that EP may be a viable option to supply Iranian EFL learners across levels of language proficiency with DCF. The article concludes with a call for testing the threshold-level hypothesis that may exist for language learners to use EP.

❖ Keywords:

Keywords are the most important concepts and themes in a manuscript.



- The number of keywords 3 to 10, depending on the journals' policy.
- Writers should be cautious with using abbreviations (ESP, NASA, etc.).
- Keywords have a profound impact on search results. Using the right words will speed up the research process, while the wrong ones can bring it to a painfully screeching halt.

Journal of Modern Research in English Language Studies

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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ALL

A

Abstract genre structure Augmented Reality and Virtual Reality in a collective scaffolding platform: Abstract genre structure in a Mobile-Assisted Language Learning Study [Volume 7, Issue 3, 2020, Pages 1-22]

Academic Literacies Plagiarism and Academic Literacies: The Case of Iranian Graduate Students of Agricultural Sciences [(Articles in Press)]

Academic Writing Examining the Interactional Metadiscourse Markers in Iranian MA Applied Linguistics Theses [Volume 7, Issue 1, 2015, Pages 71-83]

K

Key Words: D-study An Investigation into Item Types and Text Types of Reading Comprehension Section of Iranian PhD Entrance Exams Using G-theory [Volume 6, Issue 1, 2019, Pages 29-1]

Keywords: English as Foreign Language (EFL) Transacting with Comparative English-Persian Literature in EFL Classrooms: A Reader-Response Approach [Volume 7, Issue 4, 2020, Pages 133-158]

Key words: GAMP Role of Game-Oriented Instruction in Learning 12

Introduction for Research Papers



❖ Introduction

The main purpose of the introduction is to move the readers from the general discussion of a topic to specific problems which have been the focus of the study.

Key Points

- The introduction should convey why you did the study.
- It should provide a brief overview of the data, knowledge gaps, or uncertainties.
- It should lead the big picture down to your research question.
- It should cite key references. However, avoid a detailed literature review.
- The introduction should blend seamlessly with the rest of your paper.

❖ The Main Moves of Introduction

Move1: What we know about the topic.

- The writers need to establish paragraphs to express what has already known about the topic.
- These paragraphs need to be the introductory paragraphs to motivate readers.

Some expressions to be used in this Move 1

- There has been a great deal of interest in
- Recently, there has been a growing interest in ...

❖ Introduction

The main purpose of the introduction is to move the readers from the general discussion of a topic to specific problems which have been the focus of the study.

Key Points

- **The introduction should convey why you did the study.**
- **Succinctly present the conflicting data, knowledge gaps, or uncertainties.**
- **Begin with the big picture and narrow down to your research question.**
- **Cite key references. However, avoid a detailed literature review.**
- **The introduction should blend seamlessly with the rest of your paper**

❖ The Main Moves of Introduction

Move1: What we know about the topic.

Mover 2: What we do not know about the topic. (Statement of the problem)

Move 3: What we want to do in this study. (Purpose of the study)

Move 4: What is new with our study. (Significance of the study)

Prosperous Strategy

+ N Paragraph Essays

❖ **Move 2: What we do not know about the topic. (Statement of the problem)**



A statement of the problem is used in research work as a claim that outlines the problem addressed by a study. The statement of the problem briefly addresses the

Move1: What we know about the topic.

- **The writers need to establish paragraphs to express what has already known about the topic.**
- **These paragraphs need to be the introductory paragraphs to motivate readers.**

Some expressions to be used in this Move 1

- **There has been a great deal of interest in**
- **Recently, there has been a growing interest in ...**
- **In recent years, there has been a growing body of research on ...**
- **... has been the subject of many investigation.**
- **... has been thoroughly researched over the last two decades.**
- **The study of ... has always been the main issue of ...**
- **... has been extensively examined in recent years in ...**

Move1: What we know about the topic.

Recent years in Applied Linguistics have witnessed an ongoing debate over whether second language (L2) learners should be provided with corrective feedback (CF) (Ferris, Lin, Sinha, & Senna, 2013). On the one hand, the opponents of CF, notably, Truscott (1996, 1999, 2004, 2007) argue that studies on CF suffer from theoretical problems. Truscott (1996), for example, claimed that when CF is provided, information is merely conveyed from teachers to students. Truscott also questioned teachers' capability to provide CF and students' willingness to use it. On the other hand, the proponents of CF firmly believe that CF improves students' writing performance (Ferris, 1999, 2002, 2004). Ferris (2002), for example, pointed out that results from CF studies are inconclusive, and conclusions are "premature" because such studies are methodologically flawed. Similarly, Guénette (2008) concluded that CF studies "are not necessarily comparable because the design and methodology were not constant" (p. 51). Therefore, the major issue does not concern the provision of CF, but it relates to how researchers have conducted research to evaluate the effect of CF.

Motivator

Thesis
Statement +
Blueprint

❖ Move 2: What we do not know about the topic. (Statement of the problem)

- A statement of the problem is used in research work as a claim that outlines the problem addressed by a study. The statement of the problem briefly addresses the question: What is the problem that the research will address?

Some expressions to be used in this Move 2

- In spite of the great body of research available on ..., ... has seldom been reported.
- Despite the interest in the realm of, there is a paucity of investigation about ...
- While many investigations have addressed, there is a lacking of comparable work on ...
- Although ... has been widely seen in different contexts of, there have been few **research studies to address the issue.**
- Few researchers have addressed the problem / issue / question of ...
- Previous work has only focused on / been limited to / failed to address ...
- **A basic / common / fundamental / crucial / major issue** of ...

Negative words

**Restricted to / limited to / failed to conceder / largely neglected / overlooked ...
disregarded / underestimated / o have little to say about / ...**

Despite the interest in the realm of acidification, the previous research studies are restricted to how acids can be used in mixed chemical.

Activ

❖ Move 2: What we do not know about the topic. (Statement of the problem)

- Researchers have used different technology types to assess the effect of feedback types on different dimensions of language learners' abilities. However, to date, no study has focused on examining the provision of DCF via electronic portfolio (EP) platform across proficiency levels in an EFL setting.
- Conducting qualitative research, however, is not without its challenges (Holloway & Todres, 2007) in different disciplines including applied linguistics. Although there is no study, to the best knowledge of the researcher, at the time of conducting this study about the challenges of conducting qualitative research in the field of applied linguistics, it can be claimed that the challenges can be divided into two broad internally and externally factors. The internal factors refer to the characteristics and requirements of qualitative studies, such as data collection and analysis. The external factors refer to the ability of the researcher to do qualitative study and the community of practice perceptions about conducting qualitative research. In applied linguistics field, however,

Move 3: What we want to do in this study. (Purpose of the study)

- The purpose statement is a statement that evolves the overall direction or focus for the study. Researchers define the purpose of a study in one or more concisely formed sentences. Purpose statements are developed for both quantitative and qualitative studies.

Some expressions to be used in this Move 3

- This research aimed to see if ...
- This investigation was an attempt to develop/analyze/ evaluate ...
- The focus of this study was on ...
- The main purpose of the current study was to ...
- In this paper, we reported on ...
- This study aimed to addressed ...

The purpose of this _____ (strategy of inquiry, such as ethnography, case study, or other type) study was to _____ (understand? Describe? Develop? Discover?) the _____ (central phenomenon being studied) for _____ (the participants, such as the individual, groups, organization) at _____ (research site).

Move 3: What we want to do in this study. (Purpose of the study)

- The present article described a qualitative study of the career development of 18 prominent, highly achieving African-American Black and white men in the United States across eight occupational fields. Our overall aim in the study was to explore critical influences on the career development of these men, particularly those related to their attainment of professional success. (Richle et al., 1997, p. 133).
- Moreover, since the essence of the current study was an exploratory in that it was aimed to find the challenges of conducting qualitative research in applied linguistics so that the future researchers would be able to provide educational implications, it would be necessary to address the challenges of different applied linguists in terms of their research experiences. That said, the current study was a cross-sectional study to investigate the challenges of conducting qualitative studies among applied linguists who were from their early stages of their research practice to those who were considered as expert researchers.

Move 4: What is new with our study. (Significance of the study)

- ❑ Essentially, the section on significance of the study provides information to the reader on how the study will contribute. It must be specifically stated, however, what the study will contribute and who will benefit from it.

MOVE 3 and Move 4

- **Our knowledge of X is largely based on very limited data. The aim of the research was thus / therefore / consequently to**
- **The aim of this study is to study / evaluate / validate / determine / examine / analyze / calculate / estimate / formulate ...**
- **This paper calls into question / takes a new look at / re-examines / revisits / sheds new light on ...**
- **With this in mind / Within the framework of these criteria / In this context we tried to ...**
- **We undertook this study / initiated this research / developed this methodology to ...**
- **We believe that we have found / developed / discovered / designed an innovative solution to ...**
- **We describe / present / consider / analyze a novel / simple / radical / interesting solution for ...**

Often, MOVE 3 and MOVE 4 are Combined

Structuring Introduction

Introductory Paragraph:
Motivate readers,
Thesis statement,
Blueprints

Body Paragraphs:
Explain Blueprints

Concluding Paragraphs:
Statement of the problems,
Statements of the Aims,
Statement of the Significances

Unity
Coherence

1. What are the advantages and limitations of these research tools?

2. What are the limitations of these research tools?

3. How do they work in the field?

Types of Literature Review

1. **Traditional Review**

2. **Systematic Review**

3. **Meta-analysis**

4. **Scoping Review**

5. **Integrative Review**

6. **Critical Review**

7. **Review of Reviews**

8. **Grey Literature Review**

9. **Living Review**

10. **Collaborative Review**

11. **Open Peer Review**

12. **Pre-registered Review**

13. **Registered Review**

14. **Open Access Review**

15. **Open Peer Review**

16. **Open Access Review**

17. **Open Peer Review**

18. **Open Access Review**

19. **Open Peer Review**

20. **Open Access Review**

Try to combine different types of literature review in your study

1. **Traditional Review**

2. **Systematic Review**

3. **Meta-analysis**

4. **Scoping Review**

5. **Integrative Review**

6. **Critical Review**

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14. **Open Access Review**

15. **Open Peer Review**

16. **Open Access Review**

17. **Open Peer Review**

18. **Open Access Review**

19. **Open Peer Review**

20. **Open Access Review**

Unity Coherence

Topic Sentence

Concluding Paragraph

Introduction of the topic

Statement of the topic

Literature Review/Review of the Literature



Criticality is the forgotten part of literature review ...

❖ Method/Methodology

- ❑ A Research Note.
- Method is simply a research tool, a component of research – say for example, a qualitative method such as interviews. Methodology is the justification for using a particular research method.
- Method is to use the already existing procedures while Methodology has an eclectic approach.
- The Methods section should answer...
- Who did I study? What hypotheses was I testing?
- Where did I carry out this study and what characteristics did this location have?
- How did I design my experiment / sampling and what assumptions did I make?

❖ Components of Methodology

- ❑ Research method/design: Including information about the type of methodology such as quantitative, qualitative, mixed-methods and/or typology of each research method such as case study, ethnography, grounded theory in qualitative research.

You can use the following expressions to address the research methodology that you use in your study

- In order to identify / understand / investigate / study / analyze X ...
- To enable / allow us to ... , we ...
- To see / determine / check / verify / determine whether ...
- To control / test for X, Y was done.
- So that we could / would be able to do X, we ...
- In an attempt / effort to do X, we ...

In this study we used narrative inquiry (De Fina & Georgakopoulou, 2015) to learn the role

❖ Literature Review/Review of the Literature

❑ A Literature Review generally answers the following questions, and generally in the following order:

1. What are the seminal works on my topic? Do I need to mention these?
2. What progress has been made since these seminal works?
3. What are the most relevant recent works? What is the best order to mention these works?
4. What are the achievements and limitations of these recent works?
5. What gap do these limitations reveal?
6. How does my work intend to fill this gap?

❖ Types of Literature Review

❖ Types of Literature Review

❑ Argumentative Review

This form examines literature selectively in order to support or refute an argument, deeply imbedded assumption, or philosophical problem already established in the literature. The purpose is to develop a body of literature that establishes a contrarian viewpoint.

Concept 1 – Study 1 (Support) – Study 2 (Refute) – Study (N) (Support –Refute)

Concept 2 – Study 1 (Support) – Study 2 (Refute) – Study (N) (Support –Refute)

❑ Integrative Review

It Considers a form of research that reviews, critiques, and synthesizes representative literature on a topic in an integrated way such that new frameworks and perspectives on the topic are generated. The body of literature includes all studies that address related or identical hypotheses. A well-done integrative review meets the same standards as primary research in regard to clarity, rigor, and replication.

Concept 1 – Study 1 + Study 2 + Study (N) = New Identification / Framework

acids can be used in mixed chemical.

❖ Types of Literature Review

❑ Historical Review

Historical reviews are focused on examining research throughout a period of time, often starting with the first time an issue, concept, theory, phenomena emerged in the literature, then tracing its evolution within the scholarship of a discipline. The purpose is to place research in a historical context to show familiarity with state-of-the-art developments and to identify the likely directions for future research.

Concept 1 – Study 1 (Time Interval 1) + Study 2 (Time Interval 2) + Study (N) (Time Interval N)

❑ Systematic Review

This form consists of an overview of existing evidence pertinent to a clearly formulated research question, which uses pre-specified and standardized methods to identify and critically appraise relevant research, and to collect, report, and analyse data from the studies that are included in the review. Typically it focuses on a very specific empirical question, often posed in a cause-and-effect form, such as "To what extent does A contribute to B?"

Concept 1 & Concept 2 – Study 1 (Their Relationships) - Study 2 (Their Relationships)) - Study (N) ((Their Relationships) = Understanding Concept 1 & Concept 2

What gap do these limitations reveal?

How does my work intend to fill this gap?

❖ Types of Literature Review

❖ Methodological Review

A review does not always focus on what someone said [content], but how they said it [method of analysis]. This approach provides a framework of understanding at different levels (i.e. those of theory, substantive fields, research approaches and data collection and analysis techniques), enables researchers to draw on a wide variety of knowledge.

Concept1 – Study 1 (Methodology 1) - Study 2 (Methodology 2) - Study (N) (Methodology N) = Our Research Methodology

❖ Theoretical Review

The purpose of this form is to concretely examine the corpus of theory that has accumulated in regard to an issue, concept, theory, phenomena. The theoretical literature review help establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested.

Concept1 – Study 1 (Theory 1) - Study 2 (Theory 2) - Study (N) (Theory N) = Our Research Main Theory

❖ Try to Combine Different type of Literature Review in Your Study

Reviewing past literature

In their seminal / groundbreaking / cutting edge paper of 2001, Peters and Jones ...

Initial / Preliminary work in this field focused primarily on ...

Some preliminary work was carried out in the early 1990s / several years ago ...

Doyle in 2000 was among / one of the first to ...

The first investigations into / studies on X found that ...

The first systematic study / report on X was carried out / conducted / performed in 1995 by ...

An increase in X was first noted / reported / found by ...

Reviewing subsequent and more recent literature

Experiments on X were conducted / carried out / performed on X in 2009 by a group of researchers from ...

In a major advance in 2010, Berlusconi et al. surveyed / interviewed ...

Jeffries and co-workers [2011] measured / calculated / estimated ...

In [67] the authors investigated / studied / analyzed ...

A recent review of the literature on this topic / subject / matter / area [2012] found that ...

A number / An increasing number of studies have found that ...

Since 2011 / In the last few years, much more information on X has become available ...

Several studies, for example / instance [1], [2], and [6], have been carried out / conducted / performed on X.

More recent evidence [Obama, 2013] shows / suggests / highlights / reveals / proposes that ...

It has now been suggested / hypothesized / proposed / shown / demonstrated that ... [Cosimo 2010]

Many attempts have been made [Kim 2009, Li 2010, Hai 2011] in order to / with the purpose of / aimed at ...

Reporting what specific authors have said

In her analysis / review / overview / critique of X, Bertram [2] questions the need for ...

In his introduction to / seminal article on / investigation into X, Schneider [3] shows that ...

Dee [4] developed / reported on a new method for X and concluded that ...

Southern's group [5] calls into question some past assumptions / hypotheses / theories about X.

Burgess [6], an authority on X, notes / mentions / highlights / states / affirms that ...

She questions / wonders / considers / investigates whether [or not] X can ...

He traces the advances in / development of / history of / evolution of X

They draw our attention to / focus on X.

They make / draw a distinction between ...

He claims / argues / maintains / suggests / points out / underlines that ...

She concludes / comes to the conclusion / reaches the conclusion that ...

She lists / outlines / describes / provides several reasons for ...

Mentioning positive aspects of others' work

Smith's [22] use of X is fully justified / very plausible / endorsed by experience.

Kamos's [23] assumptions seem to be realistic / well-founded / well-grounded / plausible / reasonable / acceptable.

The equations given in [24] are accurate / comprehensive ...

It has been suggested [25] that ... and this seems to be a reliable / useful / innovative approach ...

Highlighting limitations of previous studies - authors not mentioned by name

Research has tended to focus on X rather than Y. An additional problem is that / Moreover X is ...

The main limitation / downside / disadvantage / pitfall / shortfall of X is ...

One of the major drawbacks to adopting / using / exploiting this system is ...

This is something of a pitfall / disadvantage ...

A well-known / major / serious criticism of X is ...

A key problem with much of the literature on / regarding / in relation to X is that ...

This raises many questions about / as to / regarding whether X should be used for ...

One question / issue that needs to be asked / raised is ...

Unfortunately, it does not / fails to / neglects to explain why ...

This method suffers from a number / series / plethora of pitfalls.

There is still considerable ambiguity / disagreement / uncertainty with regard to ...

Many experts contend, however / instead / on the other hand, that this evidence is not conclusive.

A related hypothesis holds / maintains that X is equal to Y, suggesting / indicating that ...

Other observations indicate / would seem to suggest that this explanation is insufficient ...

Highlighting limitations of previous studies - authors mentioned by name

Peng [31] claimed / contended that X is ... but she failed to provide adequate proof of this finding.

Peng's findings do not seem / appear to support his conclusions.

This has led authors such as / for example / for instance Mithran [32], Yasmin [34] and Hai [35] to investigate ...

The shortcomings / pitfalls / flaws of their method have been clearly recognized.

A serious weakness / limitation / drawback with this argument, however, is that ...

Their approach is not well suited to / appropriate for / suitable for ...

The main weakness in their study is that they make no attempt to ... / offer no explanation for ... / they overlook ...

Their experiments were marred / flawed / undermined by X.

X is the major flaw in / drawback to / disadvantage of their experiments.

The major defect in their experiments is that they entail tedious / repetitive / time-consuming / laborious / labor-intensive calculations with regard to ...

Such an unreasonable / unjustified / inappropriate / unsuitable / misleading assumption can lead to

Using the opinions of others to justify your criticism of someone's work

As mentioned by Burgess [2011], Henri's argument / approach / reasoning relies too heavily on ...

As others have highlighted [34, 45, 60], Ozil's approach raises many doubts / is questionable ...

Several authors / experts / researchers / analysts have expressed doubts about / called into question / challenged Guyot on the grounds that

Marchesi [2010] has already noted an inconsistency with Hahn's claim / methodology / method / results / approach ...

Friedrich's approach [2013] has not escaped criticism / been subjected to much criticism and has been strongly / vigorously challenged ...

Many experts now contend / believe / argue that rather than using Pappov's approach it might be more useful to ...

Their analysis has not found / met with / received general acceptance ...

Some recent criticisms of / critical comments on Kim's work are summarized in [25].

The most well-known critic of Sadie's findings is ... who argued / proposed / suggested that an alternative explanation might be that / could be found in ...

Prosperous Strategy

Concept 1 = N Paragraph Essays 1 + **Concept 2** = N Paragraph Essays 2+ **Concept N** = N Paragraph Essays (N)

Structuring

Heading 1 = **Concept 1** = N Paragraph Essays 1

Heading 2 = **Concept 2** = N Paragraph Essays 2

Heading N = **Concept N** = N Paragraph Essays N

+

Reviewing Your Literature Review

Through the course of reviewing, it can be seen that

The literature review mentioned above showed that ...

The analysis of the literature indicated that there is paucity of



RESEARCH METHODS



❖ Method/Methodology

❑ A Research Note.

- **Method** is simply a research tool, a component of research – say for example, a qualitative method such as interviews. **Methodology** is the justification for using a particular research method.
- **Method** is to use the already existing procedures while **Methodology** has an **eclecticism** approach.

The Methods section should answer...

- What / Who did I study? What hypotheses was I testing?
- Where did I carry out this study and what characteristics did this location have?
- How did I design my experiment / sampling and what assumptions did I make?
- What variable was I measuring and why?
- How did I handle / house / treat my materials / subjects? What kind of care / precautions were taken?
- What equipment did I use (plus modifications) and where did this equipment come from (vendor source)?
- What protocol did I use for collecting my data?
- How did I analyze the data? Statistical procedures? Mathematical equations? Software?
- What probability did I use to decide significance?
- What references to the literature could I give to save me having to describe something in detail?
- What difficulties did I encounter?
- How does my methodology compare with previously reported methods, and what significant advances does it make?

❖ Components of Methodology

- ❑ **Research method/design:** including information about the type of methodology such as quantitative, qualitative, mixed-methods and/or typology of each research method such as case study, ethnography, grounded theory in qualitative research.

You can use the following expressions to address the research methodology that you use in your study

- **In order to identify / understand / investigate / study / analyze X ...**
- **To enable / allow us to ... , we ...**
- **To see / determine / check / verify / determine whether ...**
- **To control / test for X, Y was done.**
- **So that we could / would be able to do X, we ...**
- **In an attempt / effort to do X, we ...**

In this study we used narrative inquiry (De Fina & Georgakopoulou, 2015) to learn the role of negotiating cultural issues with respect to the cultural identity development of the novice and experienced Iranian EFL teachers. Narratives can be thought of as the primary vehicle for forwarding and expressing identity and those who are acting as narrative analysts do their best to know individuals and their process of identity development (De Fina, 2015). It is worth mentioning that it was in the 1990s ...

❑ Explaining why you chose your specific method, model, equipment, sample etc.

- The aim / purpose of X is to do Y. Consequently we / As a result we / Therefore we / We thus ...
- **This method / model / system was chosen because it is one of the most practical / feasible / economic**
- / rapid ways to ...
- We chose this particular apparatus because / on account of the fact that / due to / since ...
- It was decided that the best procedure / method / equipment for this investigation / study was to ...
- An X approach was chosen / selected in order to ...
- The design of the X was based on / is geared towards ...
- We opted for / chose a small sample size because / due to / on the basis of ...
- By having / By exploiting / Through the use of X, we were able to ...
- **Having an X enabled us to / allowed us to / meant that we could do Y.**

❖ Components of Methodology

- ❑ **Participants/Informants/Corpus:** Provide insightful information about the type of sampling, the unit of the cases, number of participants, background characteristics of the participants, etc.

You can use the following expressions to address Participants/Informants/Corpus that you use in your study ...

- The traditional / classical / normal / usual approach to sample collection is to ...
- **The criteria / reasons for selecting Xs were:**
- **The sample was selected / subdivided on the basis of X and Y.**
- The initial sample consisted of / was made up / was composed of ...
- Approximately / Just over / Slightly under a half / third / quarter of the sample were ...
- **A total of 1234 Xs were recruited for this study / this survey / for interviews.**
- At the beginning of the study, all of the participants / subjects / patients were aged
- In all cases patients' / subjects' / participants' consent was obtained.
- **The interviewees were divided / split / broken down into two groups based on / on the basis of ...**

We used convenient sampling to select the participants of the study. We made an announcement to the EFL teachers involved in teaching English as a foreign language in different institutes to participate in a cultural negotiation program held for research purposes. Then, we explained the purpose of the study to them.

❖ Components of Methodology

- ❑ **Instruments/Materials:** Provide information about different types of instruments and/or materials you used in your study such as questionnaires, interviews, checklists, observations, journals, portfolio etc.

To investigate the research question posed in the present study, the researchers used a researcher-questionnaire (see Appendix A) consisting of two major parts. The first part of the questionnaire provided the participants' profile in terms of gender, age, year of teaching experience, educational level, field of study, and current teaching situation. The second part of the questionnaire included 28 items developed based on the relevant literature and the model proposed by Haladyna, et al. (2002), who presented 31 guidelines for constructing MC items, but in this ...

❖ Components of Methodology

- ❑ **Data Collection Procedure:** Data collection is the process of gathering information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

To make sure about the comprehension of guidelines by the participants, the questionnaire was given to some English language teachers to comment on each item and provide suggestions for ambiguous items. After gathering information about the first draft, the items...

In order to obtain high precision of measurement, a pilot study was conducted to evaluate feasibility and identify design issues before the main research so that there would be a less chance of unreliable results. The main purpose of piloting ...

❖ Components of Methodology

- ❑ **Data Analysis Procedure:** The researchers try to manifest the approaches, methods, and techniques they use to analyze and interoperate the data which they have collected. Here, the researchers may talk about the frameworks and the computer software which they have used

You can use the following expressions to address Data Analysis Procedure that you use in your study ...

- The software application / program / package used to analyze the data was SoftGather (Softsift plc, London).
- The data were analyzed / interpreted using SoftGather.
- Data management / analysis was performed by / using SoftGather.
- X was carried out / performed / analyzed / calculated / determined using SoftGather.
- Statistical significance was analyzed by using / through the use of SoftGather.
- We used commercially available software / a commercially available software package.
- Free software, downloaded from www.free.edu, was used / adopted to ...

The results were analyzed using SPSS (statistical package for social sciences, version 25). The questionnaire responses were recorded in an excel spreadsheet and then imported to SPSS for statistical analysis. Descriptive statistics including frequencies and percentage of responses for each Likert point questionnaire were calculated ...

❖ What Style? Passive or Active?

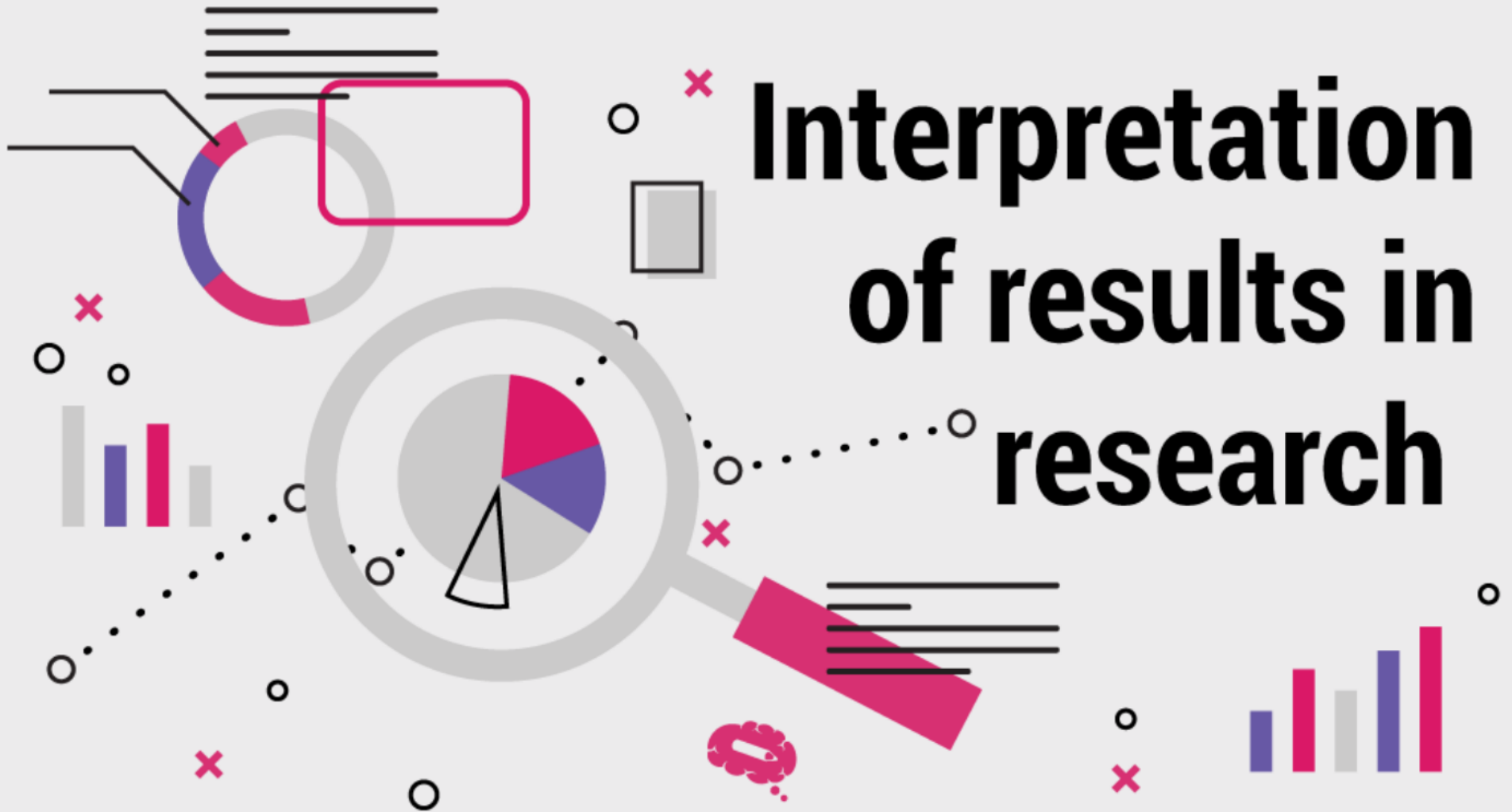
- ❑ The passive is good style in this part of a research paper because the focus is on what was done rather than who did it
- ❑ Most Methods sections are written in the **past simple and/or present simple**. The choice will depend on your discipline (and whether it is applied or theoretical), your chosen journal, and what actions you are describing.
- ❑ The **past simple** is required when you describe actions that you did, both before and during your experiments (in the lab, in the field, while conducting surveys etc.). Thus the past simple is likely to be used in most of this section.

An explorative research approach was adopted using a seven-page survey on opinions and religious background. The findings were collected using an internet questionnaire survey. Six hundred religious institutions were selected from AMADEUS database, which were then classified into three groups based on ...

- ❑ The **present simple** is required when you describe a standard method, i.e. not one you invented yourself for the specific purpose of the research that you are reporting in your paper. The present simple is also often used when you are presenting your procedure, model, software, device etc. In this case the active form is often used.

Firstly, we define x as an exogenous measure of the natural rate of longevity of people.

Interpretation of results in research



❖ Introduction

- ❑ The introductory paragraph is very important part in the results section, and it **should summarize briefly the objectives investigated and also restate the research problem and emphasize the purpose of the study.**
 - The current study was conducted in order to determine whetheretc.
 - This study was carried out with the principal aims of etc. The following parameters were studied ...
- ❑ The following sections after the **introduction** should be in brief paragraphs with each paragraph referring to one table or a figure or one parameter of study.
- ❑ Organize the data in the results section in order according to that listed in **aims and objectives or research questions.**

The research question of this study aimed to explore the underlying factor structure of the attitudes of Iranian English language teachers toward MC item writing guidelines. As can be seen in Table 2, the responses to each item are assigned into five different

❖ Tables, Figures, charts and graphs

- ❑ Plan the tables and figures so that their sequence tells a story and enables the reader to read the conclusion of the study without any complexity.
- ❑ Do not duplicate the data in both figures and tables.
- ❑ Number the table and figures consecutively and use the same sequence in the text.
- ❑ In stating results, mention the findings without giving reasons for them or comparing them with the findings of other authors

The second issue, strength of the inter-correlations, was also satisfied by the presence of many coefficients of .3 and above (values higher than .3 indicate that each item fits well with the other items). The Kaiser-Meyer-Olkin value was also 0.871, exceeding the recommended value of 0.6. Bartlett's test of sphericity which should be 0.5 or smaller. It also reached statistical significance ($p = .000$), supporting the factorability of data (see Table 3)

Table 3

KMO and Bartlett's Test for Suitability of Data

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.871
Bartlett's Test of Sphericity	Approx. Chi-Square	3506.928
	df	378
	Sig.	.000

Charts: Charts are used as a supplementary to the text and tables to visually depict pattern, trends, chronological change, etc.

1. Size comparisons (how much? And which is bigger?)
2. Time series (how does a variable evolve?)
3. Ranking (quantities ordered from highest to lowest)
4. Relationship of one value to another
5. Deviation of one value from another
6. Distribution correlation (are two variables linked?)

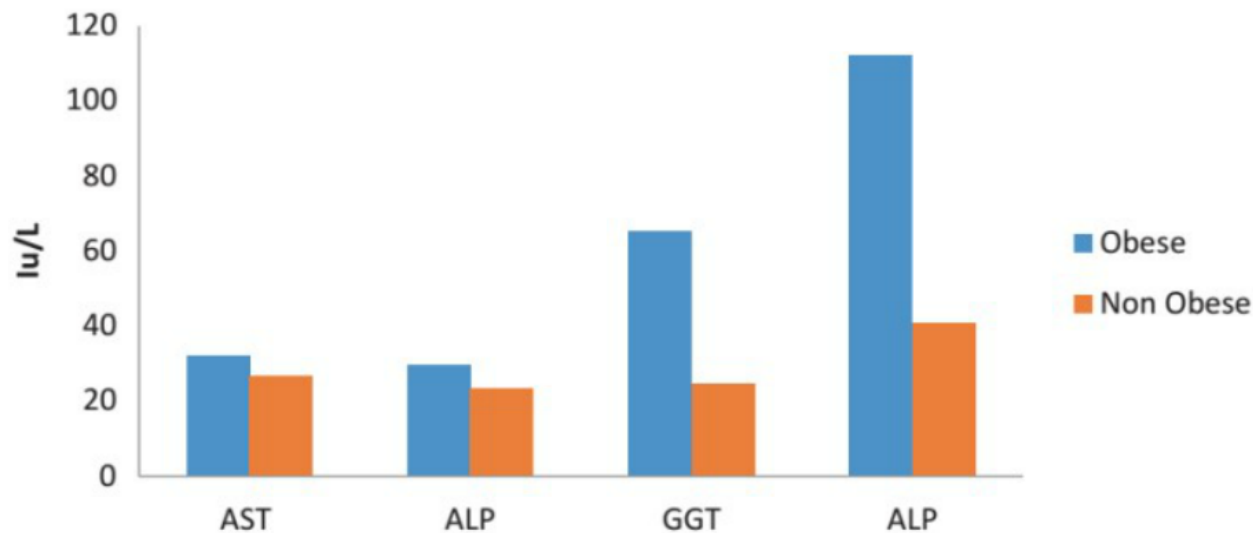


Fig. 7.1 Vertical bar chart – comparison of liver enzymes in obese and nonobese adults

Graphs

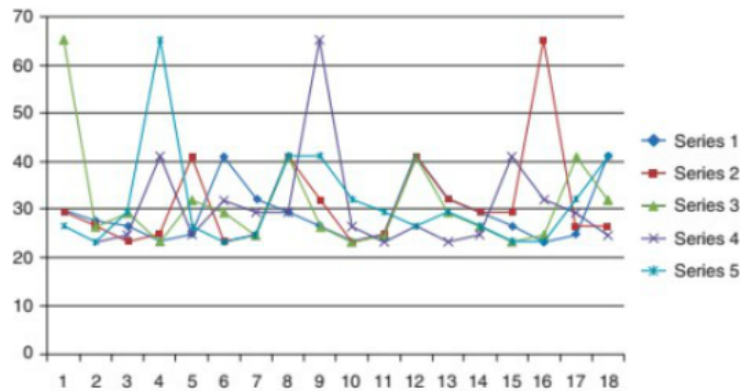


Fig. 7.8 Cluttered line graph

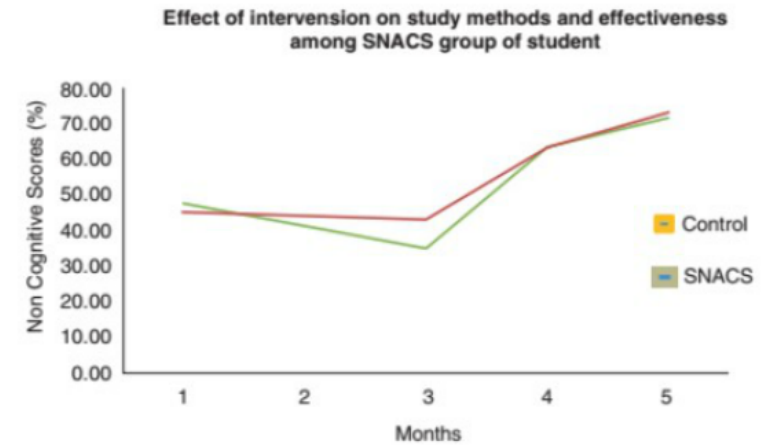


Fig. 7.7 Good line graph

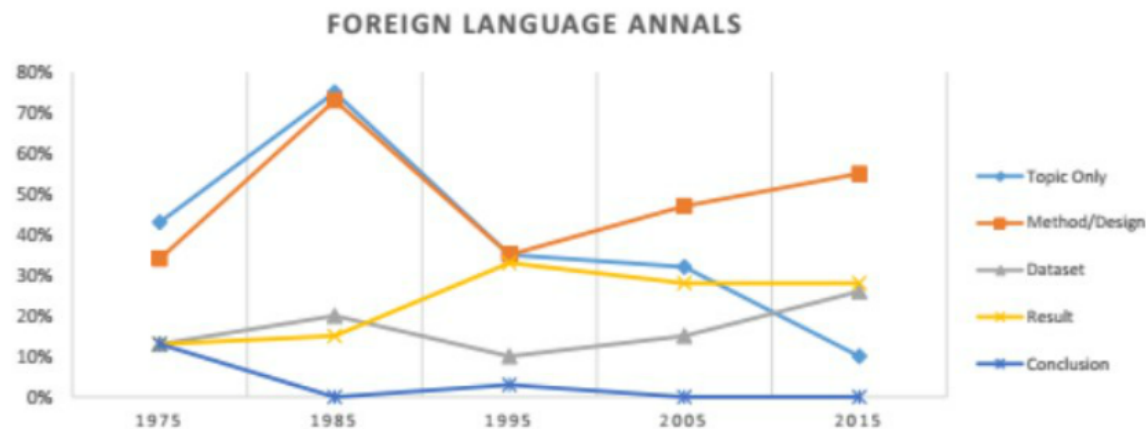


Fig. 3 Foreign Language Annals research titles trend in providing information from 1975 to 2015

The trend in the frequency of use of types of information in the research titles published from 1975 to 2015 in Foreign Language Annals is shown in Fig.3. It indicates that method/ design, dataset, and to some limited extent result titles had an increasing rate of use during the last 40 years. However, there was a falling rate of use in the publication of topic-only and conclusion research titles (the end point for comparison is 2015).

Activate V
Go to Setting

Stating what you found

- These tests revealed / showed / highlighted that ...
- Strong / Some / No evidence of X was found ...
- **Interestingly / Surprisingly / Unexpectedly, for high values of X, Y was found ..**
- There was a significant positive / no correlation between ...
- On average / Generally speaking / Broadly speaking, we found values for X of ...
- The average / mean score for X was ...
- **This result is significant only / exclusively at an X level.**
- **Further analysis / analyses / tests / examinations / replications showed that**

Stating what you did not find

- **No significant difference / correlation was found / identified / revealed / detected / observed / highlighted between**
- **There were no significant differences between X and Y in terms of Z / with regard to Z / as far as Z is concerned.**
- **The analysis did not show / reveal / identify / confirm any significant differences between ...**
- **None of these differences were / Not one of these differences was statistically significant.**
- **Overall / Taken as a whole / Generally speaking / With a few exceptions, our results show X did not affect Y.**

Highlighting significant results and achievements

- The most striking / remarkable result to emerge from the data is that ...
- Interestingly / Curiously / Remarkably / Inexplicably, this correlation is related to
- Significantly / Importantly / Crucially / Critically, X is ...
- **The correlation between X and Y is interesting / of interest / worth noting / noteworthy / worth mentioning** because ...
- The most surprising / remarkable / intriguing correlation is with the ...
- **The single most striking / conspicuous / marked observation to emerge from the data comparison**
- was ...It is interesting / critical / crucial / important / fundamental to note that ...
- We believe that / As far as we know / As far as we aware this is the first time that X ...
- **We believe that / We are of the opinion that / In our view the result emphasizes the validity of our model.**
- **This result has further strengthened our confidence in X / conviction that X is / hypothesis that X is ...**
- Our technique shows a clear / clearly has an advantage over ...
- **The importance of X cannot be stressed / emphasized too much.**
- **This underlines / highlights / stresses / proves / demonstrates just how important X is.**
- **The utility of X is thus underlined / highlighted / stressed / proved / demonstrated.**
- This finding confirms / points to / highlights / reinforces / validates the usefulness of X as a ...
- **Our study provides additional support for / further evidence for / considerable insight into X.**
- **These results extend / further / widen our knowledge of X.**
- **These results offer compelling / indisputable / crucial / overwhelming / powerful / invaluable /**
- **unprecedented / unique / vital evidence for ...**



❖ Discussion

- ❑ The discussion section is the most important and challenging part of an article to write in a scientific manuscript.
- ❑ Discussion section is used to **explain the meaning of the results**.
- ❑ This part of the manuscript describes the **new information generated by the study**, explains the significance and clinical implications of the knowledge gained.
- ❑ There are many similarities between the discussion section of a scientific paper and the **closing argument** a lawyer makes in a courtroom

❖ Four possible beginnings for the Discussion of the paper

1. Remind readers of your goals, preferably in a single sentence: One of the main goals of this experiment was to attempt to find a way to predict who shows more task persistence.

2. Refer back to the questions (hypotheses, predictions etc.) that you posed in your Introduction: These results both negate and support some of the hypotheses. It was predicted that greater perfectionism scores would result in greater task persistence, but this turned out not to be the case.

3. Refer back to papers you cited in your Review of Literature. Previous studies conflict with the data presented in the Results:

It was more common for any type of feedback to impact participants than no feedback (Shanab et al., 1981; Elawar & Corno, 1985).

4. Briefly restate the most **important points from your Results: While not all of the results were significant, the overall direction of results showed trends that could be helpful to learning about who is more likely to persist and what could influence persistence.**

❑ You could begin with any of 1–4 above, or perhaps use them all in combination.

Structuring The Discussion

First Paragraph:
Reminding the Purpose of the Study + Summarizing the Results

Body Paragraph1:
A Result and/or a Reason + The Related Literature + Critical thinking of the Researcher

Body Paragraph2:
A Result and/or a Reason + The Related Literature + Critical thinking of the Researcher

Body Paragraph N:
A Result and/or a Reason + The Related Literature + Critical thinking of the Researcher

Concluding Paragraph:
Summarizing the main Discussion

Body Paragraph1:

A Result and/or a Reason + The Related Literature + Critical thinking of the Researcher

Different explanations can be given for the changes observed in the information provided by the research titles within each journal. One of the key explanations is the concept of situational options which constrain the research titles in each interval such as journal guidelines (Gesuato 2009). That is, the researchers write their titles in conformity with journal policies, which may change with different editorial boards (Whissell 2013). In a macro-level sense, following situational options might contribute to making the paper, first, publishable in a journal and, second, discoverable after its publication (Kumar 2013).

A Result
and/or a
Reason

The Related
Literature

Critical
thinking of the
Researcher

It was more common for any type of feedback to impact participants than no feedback (Shanab et al., 1981; Elawar & Corno, 1985).

4. Briefly restate the most **important points** from your Results: While not all of the results were significant, the overall direction of results showed trends that could be helpful to learning about who is more likely to persist and what could influence persistence.

☐ You could begin with any of 1–4 above, or perhaps use them all in combination.

Concluding Paragraph: Summarizing the main Discussion

Overall, the results of the current study lead us to think of structural options, journals' policy, and academic contexts can push the researchers to choose their titles. Each of these issues will

❖ Conclusion and Implications

❑ The Conclusions section is not just a summary.

1. a very brief revisit of the most important findings pointing out how these advance your field from the present state of knowledge
2. a final judgment on the importance and significance those findings in terms of their implications and impact, along with possible applications to other areas
3. an indication of the limitations of your study (though the Discussion may be a more appropriate place to do this)
4. suggestions/implications for improvements (perhaps in relation to the limitations)
5. recommendations for future work (either for the author, and/or the community)
6. recommendations for policy changes

Stating that your results confirm previous evidence

- **Our experiments confirm / corroborate / are in line with / are consistent with previous results [Wiley 2009].**
- **The values are barely / scarcely / hardly distinguishable from [Li 2010] who ...**
- **This value has been found to be / is typical of X.**
- **This is in good agreement / in complete agreement / consistent with ...**
- **This fits / matches / concurs well with [65] and also confirms our earlier / previous findings [39, 40, 41].**
- **This confirms / supports / lends support to / substantiates previous findings in the literature ...**
- **These values correlate favorably / satisfactorily / fairly well with Svenson [2009] and further support the idea / role / concept of ...**
- **Further tests carried out with X confirmed / corroborated / concurred with our initial findings.**
- **As proposed / suggested / reported / indicated / put forward by Dong [2011], the evidence we found points to ...**
- **Our results share / have a number of similarities with Claire et al.'s [2012] findings ...**

Future work proposed for third parties to carry out

Further work needs to be done / carried out / performed to establish whether ...

Further experimental investigations / tests / studies are needed to estimate ...

More / Additional / Further work on X, would help us to do Y.

We hope / believe / are confident that our research will serve as a base for future studies on ...

It is recommended / We recommend / We suggest / We propose that further research should be undertaken in the following areas:

More broadly / On a wider level, research is also needed to determine

This research has raised / given rise to / thrown up many questions in need of further investigation / study / examination.

This is an important / a fundamental / a vital issue for future research.

The design and development of Xs will challenge / be a challenge for us for years.

Future work should concentrate / focus on enhancing the quality of X.

Future studies should target / aim at / examine / deal with / address X.

Future studies on the current topic are therefore required / needed / recommended / suggested in order to establish / verify / validate / elucidate ...

Our results are encouraging / promising and should be validated by a larger sample size.

Announcing your conclusions and summarizing content

In conclusion / In summary / In sum / To sum up, our work ...

Our work has led us to conclude / the conclusion that ...

We have presented / outlined / described ...

In this paper / study / review we have ...

This paper has investigated / explained / given an account of ...

Restating the results (Conclusions section)

The evidence from this study suggests / implies / points towards the idea / intimates that ...

The results / findings of this study indicate / support the idea / suggest that ...

In general, / Taken together, these results suggest / would seem to suggest that ...

An implication / A consequence / The upshot of this is the possibility that ...

Highlighting limitations (Conclusions section)

Our work clearly has some limitations. Nevertheless / Despite this we believe our work could be the basis / a framework / a starting point / a springboard for

Despite the fact that there are / In spite of the fact that / Although there are limitations due to Y, we ...

The most important limitation lies in / is due to / is a result of the fact that ...

The current study was limited by / unable to / not specifically designed to...

The present study has only investigated / examined X. Therefore / Consequently ...

The project / analysis / testing / sampling was limited in several ways. First, ...

Finally, a number of potential limitations / weaknesses / shortfalls / shortcomings / weak points need to be considered. First, ...

Outlining possible applications and implications of your work

This study is the first step / has gone some way towards enhancing our understanding of ...

These observations have several / three main / many implications for research into ...

This work has revealed / shown / highlighted / demonstrated / proved that ...

The present findings might help to solve / have important implications for solving / suggest several courses of action in order to solve this problem.

X is suitable for / has the potential to ...

Our method / technique / approach / procedure could be applied to ...

One possible / potential / promising application of our technique would be ...

Results so far have been very promising / encouraging and ...

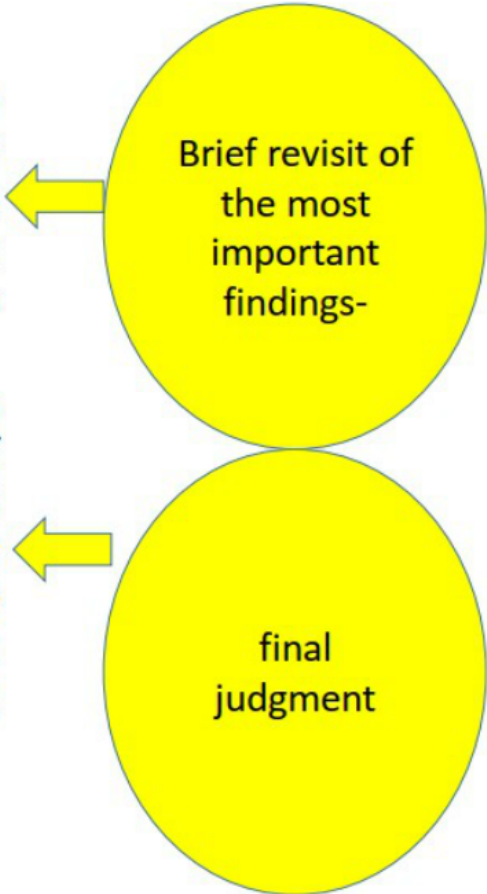
This approach has the potential / requirements / characteristics / features to ...

This could eventually / conceivably / potentially / hypothetically lead to ...

for other categories. Therefore, the researchers may consider this in formulating their research titles.

As an intra-disciplinary study, this investigation examined the information provided by research titles in three applied linguistics journals diachronically. Moreover, the study explored the research titles information trends across the journals. The findings are partly in line with the results of studies by Goodman et al. (2001) and Siegel et al. (2007), in which the research titles they investigated showed that the titles tended to provide more information on method/design and topic.

However, it should be noted that these studies were related to the medical field of study. The results of this study indicated that there existed similarities and differences in the types of information provided by research titles in the field of applied linguistics both within and across journals. The findings suggested that there was a higher tendency among the three journals to include research titles containing information on method/design, and more marginally on result and topic and even less so on conclusion. Moreover, there existed, to some extent, sharp differences in different time intervals within journals on how the research titles provided information about the data sources of the studies.



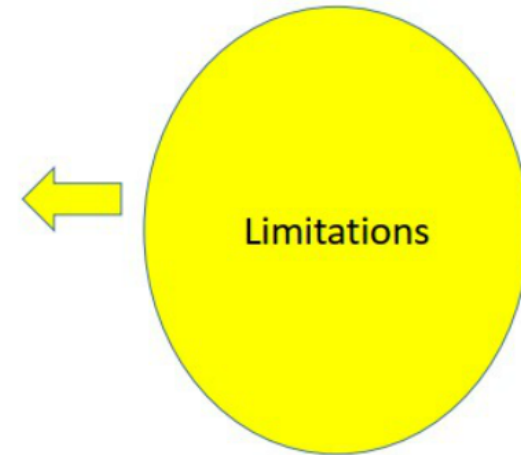
Brief revisit of
the most
important
findings-

final
judgment

warranted.

- Although our results differ slightly / to some extent / considerably from those of Minhaz [2001], Erturk [2007], and Hayk [2014], it can / could nevertheless be argued that ...
- Our findings do / The current study does not support previous research in this area. In fact, contrary to / unlike / in contrast with what was previously thought, we found that ...
- These findings refute / disprove / are in contradiction with / contrast with / significantly differ from previous results reported in the literature.

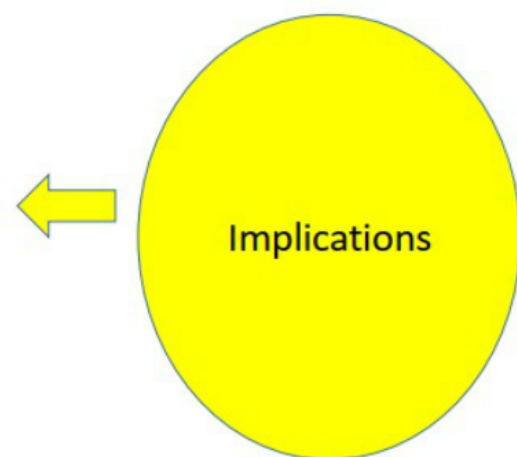
As a whole, the findings of this study showed that the information trends across the three applied linguistics journals showed similar patterns. This might be due to some reasons such as similarity in communicative goal, discourse community, and the publisher. Further studies may consider research titles in applied linguistics journals published by different publishers, examine fluctuations in frequency of use across smaller time intervals, and/or explore titles from a cross-disciplinary perspective (i.e., by comparing and contrasting titles in linguistics vs. psycholinguistics vs. sociolinguistics).



to establish / verify / validate / elucidate ...

Results are encouraging / promising and should be validated by a larger sample size.

The findings of this study have both pedagogical and academic implications. First, the results of this study can be used in research writing courses when writing instructors teach how to write an academic research title. This can be done through teaching different categorizations of the research titles, specifically within the field of applied linguistics. Moreover, the results of this study can help applied linguists who are seeking to publish their studies in the three journals we examined in this study. The applied linguists can format their research titles in line with the titles which have already published. As the results of this study showed in the last interval we examined in the three journals, the likelihood of publishing papers which had research titles including information about method/design is higher than for other categories. Therefore, the researchers may consider this in formatting their research titles.



Starting from this investigation examined the information provided by applied linguistics journals diachronically. Moreover, the study

Brief revisit of

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This w
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Stating that your results are in contrast with previous evidence

- **It was found that $X = 2$, whereas / on the other hand Kamatchi [2011] found that ...**
- **We found much higher values for X than / with respect to those reported by Pandey [2000].**
- **Although / Despite the fact that Li and Mithran [2014] found that $X = 2$ we found that $X = 3$.**
- **In contrast to / contradiction with earlier findings [Castenas, 2009], we ...**
- **This study has not confirmed previous research on X . However / Nevertheless / Despite this, it**
- **serves to ... Even though these results differ from some published / previous / earlier studies (Cossu, 2001; Triana, 2002), they are consistent with those of ...**
- **Kosov et al. noted that $x = y$. Our results do not support / appear to corroborate / seem to confirm their observation, in fact ...**
- **Georgiev is correct to argue / propose / claim that $x = y$. However, his calculation only referred to the limited case of and our conclusion of $x = z$, would thus seem to be justified / justifiable / defensible / correct / acceptable / warranted.**
- **Although our results differ slightly / to some extent / considerably from those of Minhaz [2001], Erturk [2007], and Hayk [2014], it can / could nevertheless be argued that ...**
- **Our findings do / The current study does not support previous research in this area. In fact, contrary to / unlike / in contrast with what was previously thought, we found that ...**
- **These findings refute / disprove / are in contradiction with / contrast with / significantly differ from previous results reported in the literature.**



