

Academic Phrase Bank for Research Reports

Use the following language guide to assist in creating sentences for each paragraph of your report. Don't forget to use the set of questions located in your class space to help create each section of your Lab report/Research report. Look at the marking criteria and identify what sections you need to include. Tick off each element of the marking criteria as you include it in your body paragraphs. Click [here](#) to see a sample Abstract and Introduction.

Introduction

Establishing the importance of the topic

Traditionally, Xs have subscribed to the belief that

Recent developments in X have heightened the need for In recent years, there has been an increasing interest in

Recent developments in the field of X have led to a renewed interest in

Background information: reference to literature or to research aim/question

Prior studies that have noted the importance of

A strong relationship between X and Y has been reported in the literature.

In reviewing the literature, no data was found on the association between X and Y. The first systematic study of X was reported by Patel et al. in 1986.

One study by Smith (2014) examined the trend in

Highlighting a problem

However, a major problem with this kind of application is

Lack of X has existed as a health problem for many years. However, these rapid changes are having a serious effect on

Despite its safety and efficacy, X suffers from several major drawbacks: However, research has consistently shown that these students lack

Along with this growth in X, however, there is increasing concern over

Indicating the gap in knowledge and possible limitations

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 ...

Current solutions to X are inconsistent / inadequate / incorrect / ineffective / inefficient /over- simplistic / unsatisfactory

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 / have not been dealt with in depth.

Research questions or hypotheses

The hypothesis that will be tested is that ...

The research questions in this study focused on ...

The specific questions which drive the research are:

This research seeks to address the following questions:

Stating the purpose of research

The major objective of this study was to investigate The aim of this study was to clarify several aspects of

The aim of this study is to investigate the differences between X and Y. The aim of this research project has therefore been to try and establish whatThe objectives of this research are to determine whether

Explaining Keywords (refer to Defining Terms)

Throughout this paper, the term X will refer to

According to Smith (2002), X can be defined as follows: “....”

The term X is a relatively new name for, commonly referred to as

While a variety of definitions of the term X have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as

Findings

Statements of result: usually with reference to results section

The current study found that

The results of this study show/indicate that On the question of X, this study found that Another important finding was that

Referring to tables and figures, and to their implications

Table 1 compares / lists / details / summarizes the data on X.

Table 2 proves / shows / demonstrates / illustrates / highlights that X is ...

Discussion

Reference to previous research: support

These findings further support the idea of This study confirms that X is associated with

The findings of the current study are consistent with those of Smith and Jones (2001) whoThis finding supports previous research into this brain area which links X and Y.

Reference to previous research: contradict

However, the findings of the current study do not support the previous research.

This study has been unable to demonstrate that

In contrast to earlier findings, however, no evidence of X was detected.

Although, these results differ from some published studies (Smith, 1992; Jones, 1996), they are consistent with those of

Explanations for results

There are several possible explanations for this result.

A possible explanation for these results may be the lack of adequate These factors may explain the relatively good correlation between X and Y. These differences can be explained in part by the proximity of X and Y.

Being cautious when explaining results

This inconsistency may be due to

This discrepancy could be attributed to

A possible explanation for this might be that It seems possible that these results are due to

Noting implications

An implication of this is the possibility that

One of the issues that emerges from these findings is

Some of the issues emerging from this finding relate specifically to

These results provide further support for the hypothesis that

Introducing questions, problems and limitations: method/practice

One major drawback of this approach is that

Another problem with this approach is that it fails to take X into account.

Perhaps the most serious disadvantage of this method is that

However, there are limits to how far the idea of/concept of X can be taken.

Limitations of the current study

First, The findings in this report are subject to at least three limitations. The most important limitation lies in the fact that

The current study has only examined The current investigation was limited by

Offering constructive suggestions

A more comprehensive study would include all the groups of

A much more systematic approach would identify how X interacts with other variables that are believed to be linked to

Further research should be done to investigate the

A further study with more focus on X is therefore suggested.

Academic Writing

Comparing and contrasting literature

To strengthen [critical analysis](#) in your report, you will need to not only summarise the previous studies but also identify relationships and themes in the literature by [comparing research](#) studies. Use a [reference summary template](#) to assist with this process.

Consider the following:

- To what extent is the area of focus in the investigations similar or different?
- How do the methodologies used by the authors compare?
- What conclusions are reported by the authors? How do they compare?
- How do the conclusions and findings add to/support/contradict the existing knowledge of the issue being examined?

Cautious Language/ Hedging

Hedging or using cautious language demonstrates you are applying critical thinking. It helps you to present a strong argument.

- Hedges can be used to withhold your full commitment to a statement. Examples of hedges include ***may; might; possibly; likely; seemed to; appeared to***
- Boosters reveal your certainty about a statement. Examples of boosters include ***clearly; definitely; without doubt***
- Attitude markers reveal your attitude towards a statement. Examples of Attitude markers include ***interestingly; surprisingly; unfortunately***

Click [here](#) for more information on hedging.

Punctuation rules

Good punctuation is crucial for successful academic writing as it helps you communicate your ideas clearly, accurately and precisely. To review punctuation including the use of commas, semicolons and colons click [here](#). It is advisable to run your paper through [Grammarly](#) and check your [Turnitin](#) report to assist in the proofreading process.

Linking words

Transitions are words, phrases or sentences that make your writing easier to follow. They help by making clear the connections between sentences and paragraphs and indicate the flow of your ideas. They also signal to the reader how to approach the information that follows.

Time/sequence

initially
first of all
firstly, secondly
next/then
meanwhile
while
up to now
before/before that
formerly
previously
prior to
after/afterwards
thereafter
subsequently
lastly/finally
simultaneously

Addition

again
and/and then
also
besides
furthermore
additionally
in addition
moreover
not only...but also
as well as
once again
apart from this
another

Cause & Effect

hence
therefore
consequently
as a consequence
accordingly
as a result
because
because of this
for this reason
in that case
since
thus

Generalisation

in general
in most cases
usually
frequently
mainly
on the whole
as a rule
for the most part
typically

Conclusion

in brief
in conclusion
to conclude
in summary
summing up
on the whole
finally
therefore
thus
in short

Contrast

however
nevertheless
yet/and yet
on the other hand
though/although
even though
otherwise
conversely
while
instead
in contrast
alternatively
either...or

Comparison

similarly/similar to
by comparison
likewise
correspondingly
equally important
in the same way
whereas
as well as

Example/analogy

in other words
for example
for instance
such as
as follows
that is to say
in this case
to demonstrate
to illustrate

Highlighting

in particular
particularly
especially
mainly

Conditional

if/even if
unless
whether
as long as
supposing

Referring

who
which
when
where
whose

Concession

nevertheless
despite
although
however

Proofreading

Editing and proofreading

Now that you have a piece of writing that is well structured, you can move on to the revising, editing and proofreading phases. It's often useful to start by reading each paragraph out aloud.

Here is a checklist of things to look out for when examining each sentence.

- Are all sentences really sentences? That is, do all sentences have a subject and a verb that the subject refers to?
- Are there vague or imprecise terms that could be replaced by more precise words or phrases?
- Are there words that could be removed without any loss of meaning? Is each word there for a reason?
- Are tenses used correctly?
- Can you make more use of the active voice?
- Is punctuation used correctly? Do you need more or fewer commas? Do you need to shorten your sentences? Would your ideas/writing flow better if ideas were combined into longer sentences?
- Is there need for more transition words and signposts for the reader? Are transition words overdone?
- Are most of your sentences between 15 and 20 words long?

Adapted from: Azariadis, M. (2011). Academic writing in practice.

http://www.postgraduate.uwa.edu.au/_data/assets/pdf_file/0003/518133/AW3_AcademicWritingPractice_MA_300911.pdf?utm_content=bufferc8d17&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer