

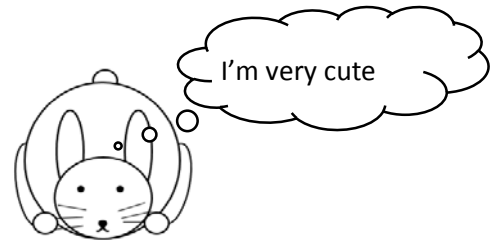
# Centre for English Teaching Specialization

## MOOC 4: Communication Skills for University Success

### 4.2e Reporting verbs

Reporting verbs are used when we want to *report*, or tell, what someone else says, believes, thinks, found out...

For example: "The rabbit *thinks* he is very cute."



Reporting verbs can convey a lot of information about what you as the author thinks about certain topics. They are a good way to include your own voice in academic writing when discussing other people's research and theories. Below is a long list of some of the more academic reporting verbs:

Weak	Positive connotations	Negative connotations	Neutral connotations
Formal	<p><b>Affirm</b></p> <p><i>To show that you agree with an author's point/To declare something positively.</i></p> <p><b>Establish</b></p> <p><i>To show that a source was first/ to create a strong position</i></p>	<p><b>Allege</b></p> <p><i>To show that you question the evidence or proof that a source uses to make a claim.</i></p> <p><b>Assume</b></p> <p><i>To show that you question the link between the evidence or proof that a source uses and the claim.</i></p> <p><b>Claim</b></p> <p><i>The author of a source has stated something as fact. (Usually used to imply a criticism or lack of evidence).</i></p> <p><b>Speculate</b></p> <p><i>To show that you think there is not enough data to support the claim.</i></p>	<p><b>Advocate</b></p> <p><i>To show that the source strongly supports an idea or theory.</i></p> <p><b>Analyse</b></p> <p><i>To show that the source has examined something closely.</i></p> <p><b>Conclude</b></p> <p><i>To show the conclusion a source reached.</i></p> <p><b>Postulate</b></p> <p><i>To show that the source strongly argues for an interpretation. Slight negative connotations.</i></p> <p><b>Quantify</b></p> <p><i>To show that the source has demonstrated something using numbers.</i></p>

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Neutral/Less formal	<p><b>Demonstrates</b></p> <p><i>To show how/why or give an example</i></p> <p><b>Proves</b></p> <p><i>To demonstrate with evidence/To indicate you agree with the source.</i></p>	<p><b>Overlook</b></p> <p><i>To show that you think source has ignored something.</i></p> <p><b>Contend</b></p> <p><i>To show a general disagreement with the source.</i></p> <p><b>Exaggerate</b></p> <p><i>To show that you think the source has overstated the claim.</i></p> <p><b>Insist</b></p> <p><i>To show that you think the source has emphasized the claim too much. (Usually used to imply that you do not agree with their claim).</i></p> <p><b>Misinterpret</b></p> <p><i>To show that you think that the source has reached an incorrect conclusion from the data.</i></p>	<p><b>Add</b></p> <p><i>To show that a source provides another example or piece of evidence.</i></p> <p><b>Imply</b></p> <p><i>To show that a source indicates something indirectly.</i></p> <p><b>Illustrate</b></p> <p><i>To show that a source gives an example.</i></p> <p><b>Propose</b></p> <p><i>To show that a source puts forward and idea, theory, belief or argument.</i></p> <p><b>Argue</b></p> <p><i>To show a source's perspective.</i></p> <p><b>Agree</b></p> <p><i>To show that a source shares the idea or belief.</i></p> <p><b>Challenge</b></p> <p><i>To show that a source presents an alternative idea or belief.</i></p> <p><b>Calculate</b></p> <p><i>To show that a source has demonstrated something mathematically.</i></p> <p><b>Comment</b></p> <p><i>To show that a source has said something about the topic.</i></p> <p><b>Describe</b></p> <p><i>To show that a source has given a description of something.</i></p>
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			<p><b>Discuss</b></p> <p><i>To show that a source has talked about something, usually weighing up positives/negatives etc.</i></p> <p><b>Highlight</b></p> <p><i>To show that a source has made a specific claim or focused on a specific element or argument.</i></p> <p><b>Investigate</b></p> <p><i>To show that a source has done research into a particular area.</i></p> <p><b>Reveal</b></p> <p><i>To show that the information the source provides was not previously known.</i></p> <p><b>Observe</b></p> <p><i>To show that a source has recorded or noticed something.</i></p> <p><b>Posit</b></p> <p><i>To show that a source suggests a claim.</i></p> <p><b>Predict</b></p> <p><i>To show what a source thinks might happen in the future.</i></p> <p><b>Show</b></p> <p><i>To indicate that a source has stated something as fact.</i></p>
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#### References

- Sowton, C. (2012). *50 steps to improve your academic writing*. Reading, U.K.: Garnet Publishing
- Brick, J., Herke, M., & Wong, D. (2016). *Academic culture: A student's guide to studying at university (3rd ed.)*. South Yarra, VIC: Palgrave Macmillan.

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