**SIGNAL & TRANSITION WORDS to help you structure the analysis in your essay**

Use these phrases to help narrate your thinking process to your reader. They let your audience know how you are using your source material, and often signal that analysis and interpretation is on the way…

|  |  |  |
| --- | --- | --- |
| *Activity* | Word/Phrase | |
| *add an idea*: | also  furthermore in addition | |
| *add an unexpected continuation*: | however  nevertheless  still | |
| *show relationship:* | in contrast  on the other hand  however  instead of  rather | in comparison  likewise  also/and  as well as  similarly |
| *show the consequence/give result*: | as a result  consequently  therefore  thus  for these reasons  to have an effect on/to affect | |
| *give an example:* | for instance  for example  to illustrate this principle consider | |
| *show* *the 1st idea is false and the 2nd idea is true*: | on the contrary  rather  instead | |
| *give another possibility*: | alternatively  on the other hand  otherwise  although  despite | |
| *add an explanation*: | in other words  that is  this means  in particular/(more) specifically | |
| *show order of importance:* | first, second, third  more/most important  more/most significant  above all | |

**ACTIVE VERBS FOR DISCUSSING IDEAS**

Defines

Recommends

Recognises

Focuses on

Verifies

Discusses

Connects

Finds

Delineates

Reports

Suggests

Documents

Establishes

Emphasizes

Highlights

Specifies

Points out

Means

Introduces

Indicates

Supports

Develops

Illustrates

Describes

Balances

Negates

Presents

Reflects

Proposes

Proves

Analyses

Notes

Argues

Observes

Attests

Shows

Reiterates

Explains

Denies

Considers

Discloses

Relates

Questions

Refers

Demonstrates

**SIGNAL PHRASES FOR SUMMARISING, PARAPHRASING, & INTRODUCING QUOTATIONS**

**1. Capturing Authorial Action/ For Summaries or Paraphrasing:**

These target phrases alert the reader that the author is about to summarize or paraphrase another idea established by an authority on a chosen topic.

* ­X acknowledges that \_\_\_\_\_\_\_\_.
* ­­X argues that \_\_\_\_\_\_\_\_\_\_\_.
* ­X denies/does not deny \_\_\_\_.
* ­X claims that \_\_\_\_\_\_\_\_\_\_\_\_.
* ­X demonstrates that \_\_\_\_\_\_\_.
* ­X emphasizes that \_\_\_\_\_\_\_\_\_\_.
* ­X observes that \_\_\_\_\_\_\_\_\_\_.
* ­X questions whether \_\_\_\_\_\_\_.
* ­X reminds us that \_\_\_\_\_\_\_\_\_\_.
* ­X reports that \_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­X suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­X urges us to \_\_\_\_\_\_\_\_\_\_\_\_\_.

**2. Introducing Quotations:**

These target phrases alert the reader that the author is about to quote directly from another source. The writer is preparing the reader for the proper parenthetical citation.

* ­X states, “\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* ­In her article, \_\_\_\_\_\_\_\_\_\_, X maintains that “\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* ­According to X, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* ­In X’s view, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

**3. Explaining Quotations:**

Every paragraph must show clarification, interpretation, or necessary analysis of a supplied quotation or paraphrase. This offers the research author to have the final word in a paragraph.

* ­ Basically, X is stating \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­ In other words, X believes \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­In making this comment, X argues that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­X’s view confirms/reaffirms/clarifies the view that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­X’s point is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­The essence of X’s argument is that \_\_\_\_\_\_\_\_\_\_\_\_.

**4. Introducing Statistics or “Standard Views”:**

The following target phrases alert the reader that the research writer is about to use numerical data or popular opinions. (Remember, numerical data is cited, conventional ideas are not.)

* ­Australians today tend to believe that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­The standard way of thinking about topic X has it that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* A recent study shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­Scientists recently noted that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­Practitioners at the XxYyZz Institute claim that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**5. Introducing Contrasting Arguments:**

Frequently research writers find conflicting reports. Inclusion of these debates can add strength to their own works. Analysis of other opinions likewise needs target phrases. When using multiple viewpoints, it is crucial that the reader understands the different opinions.

* Several theorists have recently suggested that the X framework has several

fundamental problems.

* ­It has become common today to dismiss X’s contribution to the field of sociology.
* ­In their recent work, Y and Z have offered harsh critiques of X for\_\_\_.­ X argues \_.
* ­According to both X and Y, \_\_\_\_\_\_\_\_\_\_\_\_\_.

**6. Expressing Authorial Opinions:**

The individual research writer may have opinions regarding the collected information shown in the report. Since personal voice is not allowed, the following target phrases tell the reader the commentary expressed is the research author and not a secondary source. Likewise, these statements help conclude the paragraph and allow the research writer to have the last word on the chose topic.

* ­ But \_\_\_\_\_\_\_\_\_\_\_ are real and, arguably, the most signiﬁcant factor in \_\_\_\_\_\_.
* ­ However, it is simply not practical that \_\_\_\_\_\_\_\_\_\_\_\_.
* ­ Yet a sober analysis of the matter reveals \_\_\_\_\_\_\_\_\_\_.
* ­ Nevertheless, new research shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* ­ Proponents of X are right to argue that \_\_. But they exaggerate when they claim \_.
* ­ While it is true that \_\_\_\_\_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_\_\_\_\_\_.

References:

Graff, G., & Birkenstein, C. (2010). *They say, I say: The moves that matter in academic writing*. New York: Norton.

Oshima, A. & Hogue, A. (2006). *Writing academic English*. White Plains, NY: Pearson/Longman.