APA. The guidelines are illustrated with numerous examples from authentic research proposals as well as journal papers published in top peer-reviewed journals from social science disciplines.

Parts 1 to 5 start with an introductory unit which includes a warm-up section to encourage learners to reflect on the topics. Each part's subsequent units present focus points, practice advice ("tips"), and "follow-up" activities which afford opportunities for concept checking and guided reflection. "Further practice" activities serve to engage readers in autonomous exploration and writing practice based on their current or future research projects.

The Language Guide serves as a separate section which includes 18 topics addressing basic rhetorical needs in academic writing. Specifically, the topics suggest authentic language structures such as academic collocations that are widely used to convey the author's diverse communicative intentions in all the four sections of a research proposal. These language structures have been selected from large electronic banks of original research articles (corpora) and are presented through multiple examples of their use in international scientific discourse.

The book concludes with extensive supplementary material which provides an illustration and additional guidance points to the units. We suggest that the units be studied in the order in which they are presented in the book.

Good luck with your research and writing!

Part 1
An Introduction to Research Proposals

1. What is a Research Proposal

Warm-up:

Reflect on these questions based on your previous experiences with writing scientific papers in English:

1. What is the difference between a research paper and a research proposal?
2. Is there an established format for research proposals?
3. What skills do you think are key to writing an effective research proposal in line with international standards?

What is a research proposal?

Read the text and check your answers to the questions.

A *research proposal* is a written document of varying length which informs others of your future research project. It provides the rationale for conducting a research study and gives your reader a clear idea of the importance of your research topic, the gaps that your study seeks to address, your research objectives, methods for data collection and analysis, and your future study's expected contribution to society and knowledge.

Research proposals are an established way to solicit funding for a proposed research project (e.g., in the form of a research grant), compete for space at a scientific conference, or enroll in an educational program to obtain a research degree. They are also a prerequisite for completing the requirements of a study plan in many programs at the undergraduate, Master's or PhD level. In those cases, a proposal is submitted for evaluation by university faculty and, if approved, allows the researcher to proceed with his or her research, complete it, and present the project in its final form (e.g., Master's and doctoral level dissertations).

There is no established format for writing research proposals as each institution or grant-giving organization will have their own requirements. Yet, since the aim of a research proposal is to convince others that you have found a "niche" that is worth exploring and that you can offer justifiable solutions to fill that niche, your proposal should be as persuasive as it can be and should demonstrate your ability to explain the nature, context, and value of your study for the research area.

Before planning and writing up your research proposal, you should thus **reflect on the following questions**:

1. What is my research topic? What is known about how this topic has been addressed by other scholars in the field?
2. What are the specific aspects of the topic that I am going to focus on (your research problem)? Why is it important to investigate the topic at all?
3. What would be my data? How will I collect and analyze the data?
4. What outcomes (e.g., contribution to society and knowledge) do I plan to achieve as a result of conducting the study?

The success of producing a strong research proposal depends not only on a good grasp of your topic and your research skills but also on your ability to justify the need for your research using clear, concise, and compelling language. The next unit will introduce you to the basic requirements for an undergraduate level research proposal.

2. Requirements for Writing Research Proposals

2.1. The structure of research proposals

Read the text and complete a follow-up activity.

Different types of research proposals vary in length and follow a variety of formats. Many proposals will have basic sections that are commonly found in other genres of research writing (e.g., research articles and reports, Master's

and PhD theses), including the abstract, introduction, literature review, and methodology (methods). There may also be variations in the headings of the sections in proposals. While some proposals such as those for a PhD thesis are quite sophisticated and require a lot of detail, the ones offered at the **undergraduate level** are usually just for a semester or a year-long project and thus lack the scope of a full-fledged Master's or doctoral level research proposal.

Here is a possible **framework for structuring undergraduate level research proposals:**

1) **Preliminary sections** (front matter): should include the title (12–14 words) and title page, table of contents, and abstract (100–200 words)
2) **Main sections:**
   1. Introduction
   2. Literature Review
   3. Methods (Methodology)
   4. Expected Outcomes
3) **Supporting sections** (back matter): a list of references, tables and graphs, and appendices (if applicable).

The standard length of an **undergraduate level research proposal** does not normally exceed **4,000 words**, including references and appendices.

Follow-up activity

Match the name of sections in the left column with their purpose in the right column.

#	Section		Purpose
1	Title page	a	to hint at what the research is about in 12–14 words
2	Table of contents	b	to list the sources cited in the proposal
3	Title	c	to detail how the study's problem will be addressed
4	Abstract	d	to present the study's anticipated value (for the society and the research community)

End of table

#	Section		Purpose
5	Introduction	e	to show the proposed organization of the study (with page numbering)
6	Literature Review	f	to provide a brief summary of the study
7	Methods	g	to present key details (title, author, etc.) about the proposal at the beginning of the work
8	Expected Outcomes	h	to present supplementary material at the end of a proposal
9	References	j	to demonstrate an understanding of what has been done in the research area and what gap(s) need to be addressed in the present study
10	Appendix (optional)	k	to provide a more detailed overview of the proposed research

2.2. APA format requirements

Just like other pieces of academic writing, international research proposals follow specific **format requirements** proposed by established **citation styles**. These requirements relate to the structure and presentation of the material, language use conventions, as well as how sources should be cited in the body of the paper and in the list of references. Examples of these styles include the APA (the American Psychological Association) and MLA (the Modern Language Association) styles, Chicago, Harvard, and others. The guidelines for preparing papers and documents in line with the requirements of these styles are covered in depth in published style manuals that are constantly updated (e.g., see the sixth edition of the APA Publication Manual—http://www.apastyle.org/manual/).

This guide to writing research proposals follows the formatting requirements of the **APA style**, which is commonly used in the **social sciences** (e.g., anthropology, linguistics, education, political science, economics, business studies, psychology, cultural studies, etc.). This means that the guidelines on formatting your proposal will reflect key APA style requirements.

Here are **basic APA formatting requirements** that apply to academic papers, including research proposals:

1. Use standard **8.5 x 11 inch** (letter size) paper.
2. Set **1 inch** (2.54 cm) margins on all sides (left, right, top, and bottom).
3. Left justify the margins (the left margin will be aligned to the left side of the page, while the right margin will be uneven).
4. Use **12-pt Times New Roman** font throughout the whole document (except in tables).
5. **Double space** the entire document.
6. Number all pages, including the title page.
7. Indent the first word of every paragraph five to seven spaces (0,5 inch or a Tab key space).
8. Use only one side of the paper—the reverse side is left blank.
9. Include a shortened version of your proposal's title known as the "running head" at the top of every page. The running head allows the reader to identify the pages of the paper and does not exceed 50 characters, including spaces (see unit 1.2 of Part 6 for more information on running heads).

You will need to follow these guidelines to format the entire document. More information on formatting preliminary and supporting sections of a research proposal can be found in Part 6 ("Writing Other Sections").

Part 2
Writing the Introduction Section

1. What is an Introduction

Warm-up:

Guess if the statements below are true (T) or false (F):

1. Although it appears first in the body of a proposal, the Introduction is usually the last section to be written.	
2. Most Introductions to research proposals include a detailed review of literature on the topic.	
3. An Introduction should provide some background to the topic/research problem.	
4. There is no need to review relevant literature before writing an Introduction.	
5. An Introduction can be broken down into identifiable "blocks" of text that help the author convey various communicative functions.	
6. In research proposals, the Introduction and the Literature Review sections are combined.	
7. Any Introduction has to make a strong argument for why the present study has to be carried out.	
8. It is not the function of the Introduction section to explain what (research) gap(s) exist in addressing the chosen issue.	
9. In the final part of an Introduction, the author normally describes the present study: its purpose, methodology, expected outcomes (results), etc.	

What is an Introduction?

Read the text and check your answers to the warm-up activity.

The Introduction section in research proposals (as well as research articles, theses, etc.) is, strategically, one of the key sections of the whole work.

Although placed first following the Abstract, just like the Abstract, the Introduction is usually **the last section** to be written as it is difficult to describe your study effectively before you have conducted appropriate survey of relevant literature, identified the problem to be addressed, worked out the research methodology, thought out expected outcomes, and even obtained preliminary findings.

The **aim** of a typical Introduction is twofold: 1) to appeal to the reader's interest and signal why your proposal is worth reading, and 2) to orient the reader as to the significance of the research problem within a broader research area, the gap or needs that your study seeks to address, and how well it appears to address that gap. Much like **a mini-synopsis** or an overview of the whole proposal, a typical Introduction first sets the scene for the current investigation and then explains why the present study is important, what its purpose is, and what its major contribution (significance) to the field is.

To give the reader an idea of established knowledge in the research area, the Introduction section includes a **review of relevant literature** that concludes with a statement of gap(s) that need to be filled. By the end of reading an Introduction, the reader should be able to understand what the proposed study is about, what previous research it builds on, and what one can expect to find in subsequent sections of the work. In research proposals, dissertations and theses, however, the review of literature on the chosen topic is often <u>not</u> integrated into the Introduction section. It appears as a separate section (called the "Literature Review" section) which immediately follows the Introduction section and provides a detailed review of relevant sources on the topic. Guidelines on writing the Literature Review section are covered in Part 2.

Just like other sections in a piece of research writing, most Introductions follow a **logical pattern of organization** that can be described in terms of the so-called **"moves"** (Swales, 1990)—stretches of text that fulfil the author's communicative functions in a text (e.g., providing the background to a study, describing the study's purpose, etc.). Moves can be divided into smaller units called **"steps."** Steps serve to convey communicative functions within a certain move. The length of a step can vary from a single sentence to a number of paragraphs. Although there are some steps that carry the weight of the entire Introduction section and are thus obligatory (e.g., indicating a research gap), other steps (e.g., providing definitions) are optional.

To illustrate, in **Move 1** (widely known as "**Establishing a territory**") through a series of steps, the writer establishes a context for his or her research or situates it within the general topic area and then narrows the focus down to the more specific aspects of the topic. In most cases, the necessary background information and details are provided, key concepts are defined or given new interpretations, and links to other studies on the topic are made before the writer can take the next logical step—establish what is missing that calls for further research on the topic.

After having reviewed and summarized previous research, in **Move 2** (often referred to as "**Establishing a niche**") the writer makes a claim that there exist serious shortcomings in how (and whether) the problem has been addressed and points to a "niche" or gap that has to be filled. New questions can be raised to stress the need for more research on specific aspects of the problem, and to make a compelling argument for why the present research is important.

In **Move 3** ("**Occupying the niche**"), the writer outlines how the proposed study will address the gap. This final part of an Introduction is a place for the writer to announce the purpose of the present study, outline the proposed methods, the study's scope and limitations (boundaries to what it sets out to achieve), and explain what the expected outcomes of the study are.

Below is a suggested **framework** or plan **for structuring the Introduction section** in a research proposal. Note that some of the steps included in the framework are marked as "optional," meaning that they may appear in an Introduction, but this is not always the case:

Move 1	Establishing a territory
Step 1	Showing the importance of the topic
Step 2	Providing background information on the topic (optional)
Step 3	Clarifying definitions (optional)
Step 4	Reviewing previous research

Move 2	Establishing a niche
Step 1	Indicating a research gap or needs
Step 2	Presenting justification for the present study (optional)

Move 3	Occupying the niche
Step 1	Stating the study's purpose, research questions, and hypothesis
Step 2	Presenting methodology
Step 3	Stating expected outcomes

As you will see later, many of these moves and steps will be recurring throughout different sections of a research proposal, with various degree of detail. Some of them will in fact become the focus of entire sections such as "Methods" and "Expected Outcomes."

There are no hard and fast rules as to how the elements (moves and steps) should be ordered in an Introduction or any other section of your work. Research has shown that the move-step structure of Introductions to research articles, reports and proposals, may differ considerably across a variety of disciplines (Khamkhien, 2015; Paltridge & Starfield, 2007; Swales & Feak, 2012). Some steps can be introduced repeatedly and cyclically within the same move. Moreover, more than one step can be found within the same sentence.

Follow-up activities

Activity 1. Discuss these questions with a partner:

1. What are the aims of writing the Introduction section?
2. What would be your definition of a *move* and *step*? What moves are commonly distinguished in an Introduction? Do they follow a fixed order?
3. Are the moves and steps suggested in the Introduction framework only found in this section?

Activity 2. Analyzing a sample Introduction

Read this adapted Introduction from a journal article in **the field of management** and answer these questions:

1. What basic moves and steps can you identify? Are there any steps missing?
2. What linguistic features make the style of the text academic (in terms of vocabulary and grammar use, use of linking words, punctuation, etc.)?
3. What tenses dominate throughout the text? Do passive or active forms, or both, dominate?
4. What words and expressions are used to refer to other studies on the topic?

Competition and Scholarly Productivity in Management: Investigating Changes in Scholarship from 1988 to 2008

[1]Industry membership represents a primary emphasis in management research, especially strategic management (Porter, 1980). [2]Several studies reveal that industry membership explains a significant amount of variance in firm performance (Misangyi, Elms, Greckhamer, & Lepine, 2006). [3]Complementing these investigations of firm performance is research that examines characteristics of the industries themselves, from broad attributes such as life cycles (Agarwal, Sarkar, & Echambadi, 2002) to more detailed characteristics such as munificence, dynamism, and concentration (Dess & Beard, 1984).

[4]Some scholars have viewed the management discipline as an industry with its own characteristics and influences. [5]Researchers, for instance, have studied an array of complementary topics regarding management scholarship such as article impact (e.g., Bergh, Perry, & Hanke, 2006); author impact (Podsakoff, MacKenzie, Bachrach, & Podsakoff, 2008); journal quality (Singh, Haddad, & Chow, 2007); faculty pay (Gomez-Mejia & Balkin, 1992); and editorial board memberships (Van Fleet & Hyman, 2009). [6]However, scholars have only begun to explore factors that influence scholarly productivity in management.

[7]We extend this stream of research by examining the evolution of scholarly productivity in the management discipline between 1988 and 2008. [8]We focus on research productivity as evidenced by publications in prominent research outlets. [9]Because scholarly research influences managerial practice and enables instructors to present new knowledge to students, an understanding of the evolution of research productivity in the management discipline represents a worthy endeavor. [10]Such an understanding may help ensure the field's continued development (Bailey, 2006; Boyd, Finkelstein, & Gove, 2005) and legitimacy (Hambrick & Chen, 2008).

[11]We hope to make two primary contributions through our research. [12]First, we will examine the management discipline as an industry and document significant changes in scholarly productivity over time. [13]Using proxies we discuss in detail later, we will explore change over time in the number of individuals who achieve the standards required for promotion to the associate- or full-professor levels at typical research-oriented universities within a typical promotion and tenure "clock." [14]Our preliminary results suggest that competition for space in prominent journals has risen dramatically over time, even when considering the simultaneous increase in journal page space. [15]Thus, for the vast majority of active research scholars, the time needed to achieve these outcomes has increased markedly from 1988 to 2008. [16]Second, we will develop and implement a routine that will allow us to explore potential differences in scholarly productivity between management's primary sub-disciplines (which differ on their level of analyses: "Micro" primarily considers individuals or groups of individuals, while "macro" primarily considers organizations).

[17]We believe that our study has important implications for several stakeholder groups. [18]First, our findings may help to educate both junior and senior professors on the changing publication norms in the management field. [19]Likewise, our results may be of use to business school committee members and administrators by enabling such individuals to recognize the changing standards of scholarship within the management discipline. [20]Finally, such knowledge may help PhD students—the future of our discipline—to understand and engage the profession more successfully.

Adapted from:

Certo, S. T., Sirmon, D., & Brymer, R. (2010). Competition and scholarly productivity in management: Investigating changes in scholarship from 1988 to 2008. *Academy of Management Learning & Education, 9*(4), 591–606.

Discuss your answers with a partner.

Language Commentary:

- the parts in the Introduction that describe the proposed study (Move 3) are written using Future tense
- avoid using "research" in the plural form, as this noun is **uncountable** (research **is/ has been done**), use "a/ the study" in the meaning of "научное исследование."

The following unit will deal with the mechanics of structuring and writing an Introduction to a research proposal based on the move-step framework for Introductions. Practical activities will be offered to check your comprehension of the units and help you apply your knowledge to your own writing needs.

2. The Mechanics of Writing an Introduction

Move 1: Establishing a Territory

2.1. Showing the importance of the topic

In a typical Introduction to a research proposal, article or report, the first step is for the writer to "establish a territory" (Swales, 1990) within which the topic of the research is situated. This means convincing the reader of the importance and relevance of the topic in question and can be done in two ways or two sub-steps:

- by stressing the topic's importance in the real world ("real life" claims)
- by highlighting research activity in the problem area ("advancing research" claims).

"Real life" significance claims

The first strategy allows the writer to show that the topic is novel, urgent, problematic or has been recognized on a global scale. The topic is introduced as significant because it addresses the real world's needs (societal needs, environmental concerns, etc.) rather than the needs for advancing research in the problem area. Thus, often no mention is made of research activity or scholarly interest in the topic. This type of claim may be more preferable in emerging fields or areas of research where not much research has been done for the author to draw on.

Examples:

Here are some examples of "real life" significance claims. These and the other examples to follow contain information about the social disciplines that the studies relate to (e.g., economics). Note the kind of language that is used to emphasize the importance of the topic:

1. Ventures **face an uphill battle** in securing critical resources for survival and growth (***Ozmel & Guler, 2015***) (**Economics**).
2. The **uneven distribution** of resources such as oxygen, water, food, heat and mates **force many animals to travel** between different patches to obtain them and to use some resources in the process (cited in ***Samraj, 2002***) (**Wildlife Behavior**).
3. Technology **opens up various potentials for language learning**: access to native speakers and peer learners around the world, easy 24/7 access to instructional and authentic language learning materials and learning support, and facilitation of the construction of positive learner identities (***Lai & Gu, 2011***) (**Applied Linguistics**).
4. Tropical-forest nature reserves **are experiencing mounting human encroachment, raising concerns over their future viability** even in remote areas (cited in ***Samraj, 2002***) (**Conservation Biology**).

"Advancing research" significance claims

The second strategy differs from the first one in that the topic's importance is established by highlighting research activity and scholarly interest in the general problem area and the topic concerned. Often, references to previous studies are provided to show the author's familiarity with major findings (results) from existing research on the problem.

Examples:

Here are some examples of "advancing research" significance claims. Note the language used to emphasize scholarly interest in the topic and how well it has been explored in other studies:

1. Authentic literacy experiences that connect to student lives **are stressed in theoretical and empirical educational research** (***Behizadeh & Engelhard, 2014***) (**Applied Linguistics**).
2. **Research on** the inherent duality of the nature of democracy **has been growing** at a rapid rate (***Foster et al., 2013***) (**Political Science**).
3. Industry membership **represents a primary emphasis in management research**, especially strategic management (***Certo et al., 2010***) (**Management**).

Although there is significant variation in the ordering of Move 1 steps across different disciplines, "real life" and "advancing research" significance claims are normally found **at the beginning** of the Introduction section. They often start as single sentences that introduce the author's claims about the topic's importance (see the boldfaced sentences in the examples below). These are known as **topic sentences** in academic writing. Topic sentences are followed by a series of **supporting sentences** which develop and illustrate the author's point.

"Mixed type" significance claims

In some cases, it may be difficult to draw a sharp distinction between "real life" and "advancing research" significance claims as some authors may start their Introduction section with general statements about the topic as a point of major social concern or interest (with regard to healthcare, education, public policy issues, etc.) but then link to or **reference** specific studies to support those statements and emphasize how well the topic has been addressed by researchers. In this case, **references** to the cited studies are often provided in brackets (see *references* in the examples below).

Examples:

Here are examples of the "mixed type" significance claims. The more general statements (topic sentences) are highlighted in bold:

1. **The scholarly and public discussion of the role of the media during elections is heated and ongoing.** In the United States, **much attention has been paid to** the role of political advertising in either mobilizing or demobilizing the electorate (*references*) (***Schuck et al., 2016***) (**Political Science**).
2. **Globalization is increasing economic, social, and political interdependencies around the world.** Consequently, public relations as a discipline are more often charged with managing communication and relationships between organizations and their stakeholders on an international level (*references*) (***Verčič et al., 2015***) (**Public Relations**).
3. **As companies expand internationally and their foreign operations become more dispersed, language differences start to affect interactions within and beyond their boundaries** (*references*). To cope with these challenges, MNCs (Multinational corporations) have implicit or explicit language policies for corporate communication, documentation, and interaction (*references*) (***Peltokorpi, 2015***) (**Business**).

Follow-up activities

Activity 1. Read these examples of significance claims found in research articles in **the field of political science.** Decide which type of significance claim, "real life" or "advancing research," they are.

1. This question has so far received scant attention in the literature, in contrast to party positioning on European integration, which has been studied extensively (***Toubeau & Wagner, 2015***).
2. In other parts of the world, where legal restrictions constrain the role of advertising, most attention has been devoted to the role of the news media (***Andreas et al., 2016***).
3. From a more practical perspective, both processes are likely to have important political consequences because they produce, over time, more spatially polarized political preferences (***Gallego et al., 2014***).
4. At a time when attempts have been made to 'conscript' ordinary members of the public into the state's security apparatuses, and national security strategies make a virtue of involving citizens in the risk management cycle, it is more important than ever to understand public perceptions of security threats and their role in contemporary political life (***Stevens & Vaughan-Williams, 2016***).

5. Recently, some have argued that although responsiveness to voters may not exist in authoritarian regimes, transparency of policymaking in national legislatures may increase responsiveness to stakeholders, such as nongovernmental organizations NGOs) or local media, thus leading to the same beneficial effects (*references*) (***Malesky et al., 2012***).
6. Decentralization has in fact become an important issue of political debate and electoral competition: while some statewide political parties have endorsed the transfer of authority to regional governments, others have opposed it (***Toubeau & Wagner, 2013***).

Activity 2. Take a look at four longer extracts and decide which type of significance claims, "real life", "advancing research", or mixed, is made in each text.

A

A recent census by the U.S. Bureau of Labor Statistics (2007) reported that there were some 14.5 million people, approximately 10% of the workforce, employed in sales and related occupations. As a result of the large number of people and dollars involved in an organizations sales function, a significant body of marketing literature examining the determinants of salesperson performance has accumulated (e.g., VandeWalle, Cron, & Slocum, 2001; Weitz, Sujan, & Sujan, 1986) (***Ahearne et al., 2016***).

B

With rapid advances in information technology and the digital revolution, network effects (NE) have become an important characteristic of an increasing number of industries and product/service categories (e.g., computers, communications, consumer electronics, software, financial exchanges, online auctions, home networking, social networking Web sites) (***Wang et al., 2010***).

C

During the past two decades, many fierce standards battles have occurred between incompatible technologies (e.g., Betamax versus VHS VCR player, Microsoft Windows versus Apple Macintosh operation system, Blu-ray versus high-definition DVD player). Brutal standards battles not only reduce competing firms' profits but also make a "winner-take-all" market outcome more likely to occur (Schilling, 2002; Shapiro & Varian, 1998) (***Wang et al., 2010***).

D

For many years, consumers have been exposed to product risk statements, ranging from health warnings in tobacco advertising to financial loss disclaimers in mutual fund advertisements (Hoy & Andrews, 2004). However, the prevalence and prominence of such warnings have increased dramatically in recent years, with the rapid growth of direct-to-consumer (DTC) marketing of prescription drugs and medical devices (***Cox et al., 2010***).

Language Commentary

The language used to make "significance" claims builds on a range of vocabulary items (nouns, verbs, adjectives, etc.) which:

- stress the urgency of the problem and may often include 'alarming,' 'critiquing,' 'expressing concern,' 'stressing value' expressions ("real life" claims)
- signal the topic's 'importance' and 'merit' in the eyes of scholars ("advancing research" claims).

The importance of the problem is often emphasized through the use of **present tenses** such as the Present Simple, Present Continuous, Present Perfect, and Present Perfect Continuous, as in the examples below:

1. As companies expand internationally and their foreign operations become more dispersed, language differences **start** to affect interactions within and beyond their boundaries (*references*) (***Welch & Welch, 2008***) (**Business**).
2. Globalization **is increasing** economic, social, and political interdependencies around the world (***Verčič et al., 2015***) (**International Relations**).
3. Research **has shown** that the most efficacious psychological treatments for anxiety disorders come from the cognitive behavioral therapy (CBT) paradigm (***Parker & Waller, 2015***) (**Behavioral Psychology**).
4. Research on the inherent duality of the nature of democracy **has been growing** at a rapid rate (***Foster et al., 2013***) (**Political Science**).

The choice of the tense often depends on the author's decision, however, **the Present Simple** tends to be used whenever the author wants to present the information as an accepted fact or truth or to add credibility to his or her claims. **The Present Perfect** tense is often employed to stress the relevance of some facts, previous scholarly activity, or events up to the present moment. **The Continuous tenses** become helpful when there is a need to emphasize ongoing processes that are or have been taking place in the indefinite present or over a certain period of time up to now.

See the "Language Guide" (p. 153) for more detailed information on the language for showing the importance of the topic.

2.2. Providing background information on the topic (optional)

To emphasize the importance of the topic, some authors feel compelled to give the reader some background information on the topic. This can be done by explaining or clarifying theoretical assumptions, highlighting historical trends, describing properties or features of objects under investigation, etc. Background facts and details normally come from research studies and are thus followed by references to those studies, although this is not always the case. Whenever background details are presented more as common knowledge, they may not contain references to any studies. Background statements can be one to a few sentences long.

While prominent in certain fields, background statements are absent in many studies and may be regarded as optional. This is particularly true when authors are certain that their readers share the same background knowledge on the subject.

Examples:

Here are examples of extracts from Introductions to journal articles in **the fields of political science, economics**, and **applied linguistics.** Each extract contains "background" statements highlighted in bold:

1. Over the last three decades, electoral reform has moved center stage in both new and established democracies. **In Europe, the post-1989 democratization wave brought important debates about electoral system choice and free and fair elections. However, electoral reform also emerged on the agenda in a number of established democracies. In common with other countries, declining political participation, corruption scandals and party finance irregularities put the management of the democratic process on the political agenda** (*references*) (***Buckley & Reidy, 2015***) (**Political Science**).
2. In logistics, the emergent technologies represent an important link in SCM (*references*), because they can help organizations to achieve interesting results in terms of eco-friendliness and competitiveness. **In particular, green technologies can contribute to face the global competition thanks to a general costs reduction, a better SCM, a risks' reduction** (*references*), **and the development of sustainable distribution system** (*references*). **These technologies can also lead to a concrete innovation of logistics, focused on environmental burden reduction policies, mainly oriented to pollution, gas emission** (*references*), **economic and material inputs optimization** (***Cosimato & Troisi, 2015***) (**Economics**).
3. It has been recognized for some time that the processes of reading and writing are inextricably intertwined, **with writing helping to support cognitive demands made upon the reader whilst processing a text** (***Crisp & Johnson, 2007***) (**Applied Linguistics**).

See the "Language Guide" (p. 155) for more detailed information on the language for providing background information.

2.3. Clarifying definitions (optional)

Another step that writers often take to establish a context for their study is providing or clarifying definitions of key concepts and terms. The authors may offer their own definitions and explanations of the concepts or refer to other scholars' definitions. When other authors' definitions are used, these are often integrated as direct quotes (thus quotation marks should be used) or paraphrased. The sources are acknowledged in a reference at the end of a sentence.

Examples:

Here are "definitions" examples from research articles in different fields. Note how in the first example the authors first give a definition of a term coined by another prominent scholar and then provide their own paraphrase of the definition:

1. Self-efficacy pioneer, Bandura, defined perceived self-efficacy as "concerned with judgments of how well one can execute courses of action required to deal with prospective situations" (1982, p. 122). In other words, self-efficacy is a belief, held either individually or collectively, that future outcomes can be influenced within the context of external constraints (*Locke & Johnson, 2016*) (**Applied Linguistics**).
2. Transparency, defined as the ability of the principal (voters) to observe the agent's (delegate's) behavior and the consequences of the agent's decisions, aligns the interests of the two actors and allows the principal to hold the agent accountable (*Malesky & Schuler, 2012*) (**Political Science**).
3. Homelessness, a severe form of residential instability, disproportionately occurs among young children from low-income families (*Fantuzzo et al., 2012*) (**Education**).

See the "Language Guide" (p. 156) for more detailed information on the language for clarifying definitions of key concepts.

2.4. Reviewing previous research

Introductions tend to include a review of key findings from previous studies on the topic. This is a necessary way to place the present study in the context of related studies. It is also an effective strategy used to showcase the author's knowledge of important findings in the research area and to add credibility to any background information, definitional clarifications, etc. The cited studies are referred to either as groups or single studies, with the focus often being placed on specific authors and their "achievements." Evaluative statements are made to interpret the meaning of reported findings

in relation to the present study's problem, although this does not have to apply to all the cited studies.

Since the review of previous studies is not intended to be very lengthy and elaborate, only the most relevant information from key studies is included. Depending on specific institutional requirements, this part of an Introduction can be a few sentences to several paragraphs in length. A more comprehensive review of previous research is normally reserved for the subsequent section of a research proposal known as the "Literature Review."

Examples:

Here are two extracts from the Introduction section of a journal article in **the field of business**. Note how the information from the studies is presented: the focus is placed on **what specific authors did in the studies** (see the bolded text) rather than on what the findings are. This style of reporting is known as "author-focused" or "author-prominent."

A

If instead multiway clustering is nonnested, the existing approach is to specify a multiway error components model with iid errors. **Moulton (1986) considered** clustering due to grouping of three regressors (schooling, age, and weeks worked) in a cross-section log earnings regression. **Davis (2002) modeled** film attendance data clustered by film, theater, and time and provided a quite general way to implement feasible GLS even with clustering in many dimensions. These models impose strong assumptions, including homoscedasticity and errors equicorrelated within cluster (*Cameron et al., 2011*) (**Economics**).

B

Controlling for clustering can be very important, as failure to do so can lead to massively under-estimated standard errors and consequent over-rejection using standard hypothesis tests. **Moulton (1986, 1990) demonstrated** that this problem arose in a much wider range of settings than had been appreciated by microeconometricians. More recently **Bertrand, Duflo, and Mullainathan (2004) and Kezdi (2004) emphasized** that with state-year panel or repeated cross-section data, clustering can be present even after including state and year effects and valid inference requires controlling for clustering within state. These articles, like most previous analyses, focus on one-way clustering (***Cameron et al., 2011***) (**Economics**).

Below are shorter extracts from research studies in **the fields of economics** and **political science**. Note that the focus is now on **studies and specific findings** rather than on what specific authors did. This style of reporting is often referred to as "information-focused" or "information-prominent." See the bolded parts of the text:

1. **Some public health studies focus on** particular policy adoptions and impacts, especially the work-place smoking ban *(references)* (***Studlar, 2015***) (**Political Science**).
2. **Recent empirical work takes into account** a number of contemporary aspects that were formerly critically received (references) (***Lippert et al., 2009***) (**Economics**).
3. For instance, **many studies produce evidence that** the presence of democratic institutions increases the likelihood of terrorist targeting, while **others show that** democracy diminishes the prospects of such violence (***Foster et al., 2013***) (**Political Science**).

Both author- and information-prominent styles of reporting will be dealt with in unit 4.1 of Part 2 ("Writing the Literature Review Section").

Move 1 Revision Activities

Activity 1. Read a jumbled extract from an Introduction to a journal article (***Pennings & Wansink, 2016***) in **the field of marketing**. Match each sentence to a step in the right column:

Sentences	Steps
1 Heath and Soil wrote in 1996 that inaccurate estimates could have notable implications for both consumer welfare.	A. Showing the importance of the topic B. Providing background information on the topic
2 Consumer welfare refers to the individual benefits derived from the consumption of goods and services. 3 This state of affairs suggests that nearly one in three U.S. households must carefully plan its budgets and spend accordingly (Arends, 2008). 4 Budget allocation and spending behavior models often implicitly assume that shoppers with budgets are knowledgeable about the total price of their shopping baskets as they shop (Benabou & Tirole, 2004; Ulkumen, Thomas, & Morwitz, 2008).	C. Clarifying definitions D. Reviewing previous research

Activity 2. Read another jumbled extract from an Introduction to a journal article (***Tharenou & Caulfield, 2010***) in **the field of management**. Match each sentence to a step in the right column:

Sentences	Steps
1 The world has become one large employment pool for professionals, who increasingly initiate and finance their own expatriation seeking lucrative work opportunities created by a shortage of professionals. 2 Self-initiated expatriates are professionals who choose to expatriate and who are not transferred by their employer. 3 Instead, the expatriates relocate to a country of their choice to seek a job or to try an entrepreneurial venture, often with no definite time frame in mind (Harrison et al., 2004; Suutari & Brewster, 2000).	A. Showing the importance of the topic B. Providing background information on the topic C. Clarifying definitions D. Reviewing previous research

End of table

Sentences	Steps
4 A great deal of research has been conducted into the repatriation of company-assigned expatriates, especially into company repatriation policies and expatriates' post-entry adjustment, unmet expectations, and job turnover.	

Activity 3. Read a jumbled extract from an Introduction to a journal article **in the field of economics** (***Cosimato & Troisi, 2015***). Put the sentences in the correct order based on this plan:

1. Showing the importance of the topic
2. Providing background information on the topic
3. Reviewing previous research

A In this context, "greenness" represents an emerging topic that led to a wide range of environmental issues, essentially, related to the sustainability of logistic strategies and operations. B In recent times, the role of logistic services has radically changed according to globalization demands and the emerging market conditions. C In fact, Green Logistic has an increasing appeal also in academic debate, in particular, in the works of Murphy and Poist, Srivastava, Dekker and others.

Activity 4. Read a similar extract from an Introduction to a journal article **in the field of business** (***Gupta & Turban, 2012***). Put the sentences A-C in the correct order based on this plan:

1. Showing the importance of the topic
2. Clarifying definitions
3. Reviewing previous research

A Research on evaluating new venture ideas has added greatly to understanding this aspect of the entrepreneurial process by providing evidence that new venture ideas often are assessed under conditions of uncertainty and ambiguity in which clearly defined rules for making judgments and decisions are rarely found (Baron et al., 2006; Kickul et al., 2009). B New venture evaluation is the process through which ideas for potentially profitable new business ventures are assessed (Baron & Ensley, 2006; Chen et al., 2009). C In recent years, researchers have given considerable attention to investigating the nature of new venture evaluation.

Move 2: Establishing a Niche

2.5. Indicating a research gap

Move 2 is the part of the Introduction section that provides a rationale for why the present study is needed. It "establishes a niche" by indicating specific areas in research **(gaps)** that have not yet been addressed with due attention. Normally, the findings from the reviewed studies point to the questions that still remain unexplored and thus call for further investigation. Strategically, this part of an Introduction is of primary importance and cannot be left out.

It is possible to indicate a (research) gap in three ways:

- by pointing to a lack or paucity of studies in the research area or topic
- by pointing to a lack of required methods, instruments, or frameworks for addressing the problem as a motivation to propose these in the present study
- by exposing some of the deficiencies or flaws in previous studies (inconclusive findings, questionable assumptions, flawed methodology, etc.) that the present research hopes to overcome.

Examples:

Here are some examples of "gap" statements from research articles in different fields. Note what kind of language is used to emphasize the gap:

1. Although the real price of oil is one of the key variables in the model-based macroeconomic projections generated by central banks, private sector forecasters, and international organizations, **there have**

been no studies to date of how best to forecast the real price of oil in real time (***Baumeister & Kilian, 2012***) (**Economics**).
2. **There is no current scale** designed to measure ... from the perspective of students (***Behizadeh & Engelhard, 2014***) (**Applied Linguistics**).
3. Scholars have recently become more interested in the relationship between democracy and terrorist violence, but increased research on the topic **has still left several important questions unanswered** (***Foster et al., 2013***) (**Political Science**).

As an alternative to indicating a research gap (or needs), a "niche" can also be signaled in the form of indirect questions. This step is referred to as "question raising" (Swales, 1990). "Question raising" statements will most often include question words such as **"whether (or not)," "as to how," "what," when,"** etc., which follow the normal word order (with the subject coming before the verb!). While favored by some authors, this rhetorical strategy tends to occur less frequently than indicating a gap.

Examples:

Here are some examples of "question raising" in research articles:

1. **The question then becomes whether or not** students perceive the socially-constructed textual production online in the same ways they perceive socially-constructed textual production in academic spaces (***MICUSP EDU.G1.01.1, 2016***) (**Education**).
2. This homogeneity of socialization experiences **raises the question of whether** such elites can sufficiently represent the interests of voters with whom they share so few life experiences (***Courtney, 2015***) (**Political Science**).
3. Yet, despite the importance of understanding how shop person predetermined budgets might estimate the total price of their shopping baskets, **it remains largely unclear whether, when, and how** they keep track of in-store spending (***Van Ittersum et al., 2010***) (**Marketing**).

See the "Language Guide" (p. 159) for more detailed information on the language for indicating a research gap.

2.6. Presenting justification for the present study (optional)

Having pointed out the gap(s) that need to be addressed, some authors may provide a statement (a justification) that explains why the present study has to be undertaken. This is often done to make a stronger argument for why the current study is important and prepare the ground for introducing the study's purpose.

Examples:

Here are some examples of "justification" claims:

1. Therefore, it would be useful to construct and analyze a model in which ...
2. It thus **seems useful/ worthwhile to generalize the previous approach** to **this more general case.**
3. Thus/ therefore, **further research is needed on** X.
4. Thus/ therefore, **it is of interest to examine/ compare** ...
5. Thus/ therefore, **the study of** X **merits further attention.**
6. Therefore, exploration of this topic **presents a worthwhile research avenue/ seems a worthwhile pursuit.**

Note the use of linking words, ***thus*** and ***therefore***, which are commonly employed to emphasize a result or consequence of something.

Move 2 Revision Activities

Activity 1. Read short extracts from Introductions to journal articles in **the field of political science.** Match each extract to one of the steps in the right column:

Sentences	Steps
1 Despite the large body of existing research in this area, however, the question of whether local contexts actually cause political preferences to change remains contested (***Gallego et al., 2014***).	A. Indicating a research gap B. Question raising

End of table

Sentences	Steps
2 The persistence of an elite focus in security studies means that we still know relatively little about the range of issues that individuals regard as security threats, as well as their causes and the levels at which such threats are perceived, for example, as global or national threats (***Stevens & Vaughan-Williams, 2016***).	
3 Given their focus on deeply rooted factors, these approaches overlook the role of political agency and thus cannot account for the timing, rhythm and scope of territorial reforms that transfer authority to regions (***Toubeau & Wagner, 2013***).	
4 This homogeneity of socialisation experiences raises the question of whether such elites can sufficiently represent the interests of voters with whom they share so few life experiences (***Courtney, 2015***).	
5 Do the social background characteristics of political representatives affect their attitudes? (***Courtney, 2015***)	

Activity 2. Read similar extracts from Introductions to journal articles in **the field of economics.** Match each extract to one of the steps in the right column:

Sentences	Steps
1 With the exception of panel data estimation, the overall attractiveness of our study is that it is the first to account for the aforementioned aspects simultaneously (***Chatzopoulos & Lippert, 2014***).	A. Indicating a research gap B. Question raising

Sentences	Steps
2 Can the behavior of professional forecasts be reconciled with the forecastability implied by a standard dynamic stochastic general equilibrium (DSGE) model with nominal rigidities? (***Azevedo, 2016***)	C. Presenting justification for the present study
3 Given that ample theory and empirical examples exist pertaining to the role actor attributes and/or behavior play in network dynamics, we feel more consideration for actor heterogeneity is necessary (***Prell & Lo, 2016***).	
4 The same difficulty characterizes professional forecasts (say, from the Philadelphia Survey of Professional Forecasters, henceforth SPF, or the Federal Reserve Green Book, henceforth Green-Book) (***Azevedo, 2016***).	
5 Empirical applications typically focus on only one issue at a time (***Chatzopoulos & Lippert, 2014***).	

Activity 3. Read a jumbled extract from an Introduction to a journal article in **the field of business** (***Beyer & Smets, 2015***). Put the sentences in the correct order based on the plan:

1. Indicating a research gap or needs
2. Question raising
3. Presenting justification for the present study

A Is this timeframe enough to find the differences in economy responses? B We have a much longer sample of 38 years, which will allow us to investigate the robustness of their findings and, more importantly, whether the adjustment process has changed over time. C In their study, Decressin and Fatas (1995) applied the methodology of Blanchard and Katz (1992) to compare regional labour market adjustment in Europe and the United States only over the period of 13 years.

Move 3: Occupying the Niche

2.7. Stating the study's purpose

In this final part of a typical Introduction, the author introduces the present study by stating its general purpose or explaining what the study sets out to do to address the research gap.

Examples:

Here are some examples of "purpose" statements found in research articles and proposals:

1. In this study, **we propose and illustrate a framework for** high-frequency business conditions assessment (*Aruoba et al., 2008*) (**Business**).
2. **The purpose of this research is twofold. Our first motivation is to** propose a new analytical strategy to explicitly account for the endogeneity of any adaptation measure to climate. **Our second motivation is to** assess the extent to which modelling adaptation explicitly affects the partial effects of the climatic attributes (*Chatzopoulos & Lippert, 2015*) (**Economics**).
3. **This paper aims to offer a new perspective on** green technologies and innovations' influence on SCM (*references*) in order to achieve a better understanding of strategies and policies designed to deal with the emerging challenges in ... (*Cosimato & Troisi, 2015*) (**Economics**).

See the "Language Guide" (p. 164) for more detailed information on the language for stating the study's purpose.

2.8. Stating the study's research questions (optional)

As is the case with most journal articles, the statement of the purpose is often followed by the formulation of the so-called **research questions** (RQs)—statements (1–5) in the form of questions that allow the author to define the focus of the study and capture the specific (and novel!) points that call for examination. Formulating RQs is often believed to be one of

the key initial steps in a research project, a step that will guide the research process. However, they can be adjusted as the project evolves and new, often unexpected, findings emerge.

Writing effective RQs may pose a challenge to novice researchers. RQs should be **narrow** and **specific enough** to be **answerable** under the current conditions. If too broad or complex (e.g., "What is the effect of technology on Russian citizens' voting patterns"?), RQs can disorient the writer as to what the focus of the study is, where to begin the research, what methods and procedures to employ, and how to interpret the findings. Such questions may never get to be answered as it will be quite difficult to conduct appropriate research without first identifying what kind of technology is implied, what time period is involved, what percentage of the Russian voters we are thinking about, how to access voting data, etc.

Examples:

Here is an adapted example of a set of research questions in a student research proposal in **the field of linguistics**:

The **purpose of this study** is to explore how the use of specific text variables may contribute to different perceptions of a speaker in English-language CMC. I also want to explore the possibility that text cues can contribute to perceptions of other personal characteristics such as race, internet use, and education level. **To this aim, this study will address the following research questions**:

- How do subjects perceive speakers' age, gender, and other characteristics according to use of standard or nonstandard orthographic features?
- Are some orthographic features more salient than others?
- Does speaker presumed age or gender make a difference as to subjects' perceptions of textual variation?

Adapted from

Michigan Corpus of Upper-Level Student Papers. (2016). Perceptions of speaker in computer-mediated communication. Retrieved April 5, 2016, from http://micusp.elicorpora.info/search/viewPaper/LIN.G1.06.2.pdf

Below are two more examples of research questions from journal articles in **the fields of applied linguistics**:

1. We further deemed it useful to explore what difference there might be dependent upon the proficiency level of the writer. **Hence our research questions were**: 1) What kinds of unguided feedback in English do Taiwanese university students give in online response to English compositions by unknown peers mediated by a Web 2.0 resource? 2) Is their feedback different depending on the level of writing proficiency exhibited in the compositions? (***Chwo, 2015***) (**Applied Linguistics**)
2. Specifically, **the study focuses on the following research questions**: 1) How do L2 students engage in the collaborative writing process using Web-based word processing tools? 2) What is the nature of group participation in Web-based collaborative writing? (***Kessler et al., 2012***) (**Applied Linguistics**).

2.9. Stating the study's hypothesis (optional)

Most studies that are **exploratory, descriptive** and **observational** in nature may introduce the research question but may not have a hypothesis to be tested (although they may develop one over the course of the study). **Exploratory studies** generally tackle some phenomenon that is not sufficiently defined or studied to establish some associations or relationships. **Descriptive** and **observational studies** aim to observe and describe some phenomenon (e.g., expenditure patterns on food, level of unemployment in a community, etc.) to gain insights into the "what is" and "what was" without attempting to explain "how" and "why" certain characteristics are the way they are and what the causal relationship between some observed factors may be.

However, in most **experimental** and **explanatory studies**, which seek to explain how or why one factor influences some other factor or to establish whether there is a causal relationship between these factors, a **hypothesis** is set. A hypothes*is* (*singular*; *plural* – hypothes*es*) is a prediction regarding the nature and relationship between some variables that you want to test out. Hypotheses are usually generated based on the author's observations of the subject under study (inductive reasoning) and/ or a good knowledge of what has already been done in the field. As in the case of research questions, a hypothesis should be verifiable or testable through the use of statistical or analytical tools in order to be confirmed or discarded. Some proposals may include more than one hypothesis. Once stated, a hypothesis guides the conceptual design of the study and determines what research methods will be used.

When there is a hypothesis to be tested, either the Introduction or the Methods sections would be the spaces to state the hypothesis and introduce the variables that will be tested. If stated in the Introduction section, the hypothesis statement would normally be brief (from one to a few sentences), with more detailed information following in subsequent sections. It can also be quite detailed, allowing the author to explain how the variables will be operationalized, i.e., explained in terms which would allow the researcher to test them scientifically. For example, how would you "operationalize" the concept of political freedom to determine what nation can be considered to be "politically free"?

Examples:

Here are two examples of how hypotheses are stated. The first example comes from a journal article in **the field of political science.** The second example is from a research proposal in **the field of economics**:

Extract 1

Who's Afraid of Conflict? The Mobilizing Effect of Conflict Framing in Campaign News

Thus in the present study we expect conflict framing to have more of a mobilizing effect on voters in countries in which baseline levels of polity evaluations in media coverage are more favorable compared to countries with more negative evaluations. The current study context, the 2009 EP elections, provides a unique case of varying degrees of polity evaluations across countries to test our expectations. Based on the above considerations we put forward the following expectations:

Hypothesis 1: Exposure to campaign news coverage framed in terms of conflict mobilizes citizens to vote.

Hypothesis 2: Campaign news coverage framed in terms of conflict has more of a mobilizing effect on citizens if polity evaluations are favorable than if they are less favorable.

Adapted from:

Schuck, A., Vliegenthart, R., & De Vreese, C. (2016). Who's afraid of conflict? The mobilizing effect of conflict framing in campaign news. *British Journal of Political Science, 46*(1), 177–194.

Extract 2

The Implications of Economic and Social Mobility for Transnational West African Migrants in Spain

Hypothesis. From the central question of this study, how does the social and economic integration of sub-Saharan West African immigrants in Barcelona affect the types of transnational activities they pursue and the degree of their involvement in these activities, **the following hypothesis emerges: Immigrants with greater social and economic integration in the host country will demonstrate a wider range and an increased frequency of transnational behaviors.** This hypothesis contains four variables to be measured: a) the level of incorporation of West African immigrants in Spain's economy; b) the level of their social adaptation; c) the types of transnational activities they practice; and d) the frequency of engagement in these activities. These variables are defined and operationalized below in subsequent sections.

Adapted from:

Margolis, M., & St. Jacques, E. (2004). The implications of economic and social mobility for transnational West African migrants in Spain. Retrieved May 20, 2016, from http://gravlee.org/ang5091/proposals/stjacques_nsf.pdf

See the "Language Guide" (p. 167) for more detailed information on the language for presenting the study's hypothesis.

2.10. Presenting methodology (Methods)

This part of the Introduction section is the space to briefly introduce the methodological approach to carrying out the study. This is usually done in one or a few sentences. The part does not have to be detailed, as more information on the study's methods will be given in the Methods (Methodology) section. Yet, specific **data collection tools** (surveys, tests, participant observations, interviews, etc.) and **procedures** for analyzing the data (e.g., different types of statistical analyses, content analysis of written documents) are often mentioned.

Examples:

Here are some adapted examples of "Methods" descriptions in Introductions:

1. This article will proceed to analyze how tobacco control policy has developed in Ireland, **based upon multiple sources, including documents, case studies, quantitative data, and interviews with those involved in the policy process** (*Studlar, 2015*) (**Political Science**).
2. Specifically, we will assess how and in what ways encounters with the criminal justice system influence citizens' political attitudes and behaviors, **using two data sources that allow us to estimate this relationship** (*Weaver & Lerman, 2010*) (**Political Science**).
3. To study the conditional impact of conflict news framing on mobilization, **we will employ a multimethod research design** including content analysis and a two-wave panel survey. **The content analysis will be used to investigate** how the news media in the different EU member states have covered the campaign, and **the panel survey will be used to assess** the impact of such coverage on voter turnout (*Schuck et al., 2016*) (**Political Science**).
4. Departing from the common practice of comparing second moments implied by the model with second moments observed in the data, **we will compare** model forecast error statistics with the same statistics obtained with professional forecasts (*Azevedo, 2015*) (**Economics**).

Note that in some cases, the study's methodology and purpose can be introduced in one and the same sentence, as in the following examples. The first part of the sentence explains what the study's purpose is (e.g., to "[assess] the causal effects" of smth on smth), while the second part (highlighted in bold) explains how this purpose can be achieved:

1. This study advances understanding in this area by assessing the causal effect of contexts on individual political orientations **by tracking the preferences of individuals before and after residential moves, over an eighteen-year period** (*Gallego et al., 2014*) (**Political Science**).
2. We investigate the effect of news media coverage of the election on individual turnout, **while controlling for many of the usual explanatory factors for turnout** (*Schuck et al., 2016*) (**Political Science**).

The language for presenting a study's methodology in Introductions is similar to that used for writing the Methods section of a research proposal (Part 4). See the Methods topics in the "Language Guide" (pp. 175–183) for more detailed information.

2.11. Stating the study's expected outcomes

This part of an Introduction typically concludes the whole section. Its purpose is to provide the reader with the author's idea of what the study's **significance**, or perceived contribution to the field, is in just a few sentences. This final part can also be the space for the author to emphasize the potential of the study in terms of addressing theoretical and practical issues in the field.

Examples:

Here are adapted examples of "significance" statements from Introductions to journal articles:

1. This study **may shed a powerful light on** how policy is constructed in authoritarian settings, and what adverse consequences there can be of exporting transparency without electoral sanctioning (*Malesky & Schuler, 2012*) (**Political Science**).
2. In this way, the study **may contribute to** academic knowledge and challenge policy makers to embrace a more variegated approach to the question of 'national' security and citizens' roles within it (*Stevens & Vaughan-Williams, 2016*) (**Political Science**).

3. The findings **will have significant implications for** more typical party systems in that they are not completely devoid of intra-party variance, and social background may go a long way to explaining this variance (*Courtney, 2015*) (**Political Science**).

Language Commentary

Note the frequent use of "cautious" language known as **hedging** in some of the examples above (e.g., "may" + verb). This kind of language allows the author to avoid making strong claims about the significance of the study as the study and its results are still in the planning. Examples of **hedging structures** or **hedges** include modal verbs and adverbs such as *may, might, possibly, perhaps, probably*, etc. The author can also resort to the use of the **Future Simple** tense (see the last example) to express a greater certainty regarding the study's potential value.

In contrast, in research articles, which report on actual results and implications of a study in retrospect, the language tends to be rather assertive. The **Present Simple** tense is most often used to emphasize the author's belief that the study has something important to say, as in the examples below:

1. **The results of this study contribute** some empirical evidence in an attempt to raise awareness of a test bias which has been overlooked in many ESL/EFL contexts (cited in *Khamkhien, 2015*) (**Applied Linguistics**).
2. In fact, our findings **challenge a centerpiece of political participation orthodoxy**– that individual resources such as time, knowledge, and money are the strongest predictors of participation (*Weaver & Lerman, 2010*) (**Political Science**).
3. Based on our results, this study **provides a more nuanced picture of how** a citizen's sense of (in)security is linked to the levels at which they perceive certain issues as threatening (*Stevens & Vaughan-Williams, 2016*) (**Political Science**).

The language for presenting a study's expected outcomes is similar to that used for writing the Expected Outcomes section of a research proposal (Part 5). See the "Language Guide" (p. 183) for more detailed information.

Move 3 Revision Activities

Activity 1. Read an adapted extract from an Introduction to a journal article in **the field of political science** (*Dutta & Williamson, 2016*). Tick the steps that you can identify in the extract:

___ 1) Showing the importance of the topic
___ 2) Providing background information
___ 3) Clarifying definitions
___ 4) Indicating a research gap
___ 5) Stating the study's purpose
___ 6) Stating the study's hypothesis (hypotheses)
___ 7) Presenting methodology
___ 8) Stating expected outcomes

[1]Given the importance of press freedom, we seek to understand how a country can free its press. [2]We hypothesize that foreign aid may positively influence press. [3]However, it is also plausible that foreign aid may prevent media sector freedom by expanding the role of the state, promoting government over private investments, and further entrenching inefficient regimes. [4]Our empirical approach utilizes panel data from up to 106 aid receiving countries from 1994 to 2010. [5]We contend that the magnitude of foreign aid's influence is conditional on the existence of democratic checks as democracies can minimize the ability for recipient governments to misappropriate aid funds.

Activity 2. Write the number of the step(s) you have identified in the extract:

Sentence 1: _______.
Sentence 2: _______.
Sentence 3: _______.
Sentence 4: _______.
Sentence 5: _______.

Activity 3. Read an adapted extract from an Introduction to a journal article in **the field of business**. Put the sentences in the correct order based on this plan:

1. Stating the study's purpose
2. Presenting methodology
3. Presenting the study's hypothesis
4. Reviewing previous research
5. Stating the study's expected outcomes

A We use the standard principal-agent model in a competitive setting where the researchers' decisions cannot affect firms' strategic interactions. B In our model, we assume that researchers' tasks are focused on cost reduction and their rewards are directly related to the output of their task. C Our study aims to contribute to the existing literature on the theory of the firm that argues that considering a firm in isolation may be misleading. D However, we establish that this is also the case if the random terms follow a *truncated* normal distribution that is symmetric around the mean. E Previous research (*references*) has assumed that the optimal effort only affects the first two moments of the distribution of wages and the agent's problem has a closed-form solution.

All Moves Revision Activities

Activity 1. Read an adapted extract from an Introduction to a journal article (*Cox et al., 2010*) in **the field of marketing**. Match each sentence to one of the steps below:

A. Showing the importance of the topic
B. Providing background information
C. Clarifying definitions
D. Reviewing previous research
E. Indicating a research gap or needs
F. Question raising
G. Presenting justification for the present study
H. Stating the study's purpose
I. Stating the study's research questions
J. Presenting methodology

[1]For many years, consumers have been exposed to product risk statements, ranging from health warnings in tobacco advertising to financial loss disclaimers in mutual fund advertisements.

[2]However, the prevalence and prominence of such warnings have increased dramatically in recent years, with the rapid growth of direct-to-consumer (DTC) marketing of prescription drugs and medical devices.

[3]Many models of health care decision making can be classified as "expectancy models," which imply that consumers are rational in their decision making and use a version of a weighted sum model to process and use available information.

[4]The empirical research that exists on how consumers actually interpret risk disclosures in DTC advertisements is sparse and somewhat contradictory (*references*).

[5]Little is known about the contingencies that govern whether advertised risk disclosures have a negative, neutral, or positive impact on consumer brand attitudes and intentions.

[6]Thus further research is needed, and we believe that there is much more to be learned before we develop final guidance on how best to inform patients about the drugs being promoted.

[7]To that end, the current study seeks to examine how consumers respond to advertised disclosures of drug risks that vary in severity and frequency.

[8]Specifically, we will address the following question: How do consumers interpret the "probability language" typically used to describe the likelihood of potential adverse product events (i.e., terms such as "very common" and "very rare")?

Activity 2. Read a jumbled extract from an Introduction to a journal article (Bishop et al., 2011) in **the field of management**. Put the blocks of sentences in the correct order based on the plan:

1. Showing the importance of the topic - providing background information
2. Reviewing previous research - indicating a research gap or needs
3. Stating the study's purpose

A The purpose of this study is threefold: first, the theoretical work of Dutton and colleagues and the attention-based view of the firm are

used to guide the examination of managers as change agents selling an issue, second ...

B Change initiatives from middle management adopted by top management increase the competitive advantage and overall performance of numerous organizations. Those not within top management ranks can be viewed as "agents of change." Because of the importance of organizational change, how managers sell issues upward is an important area of investigation.

C However, due to the limited number of studies focused specifically on issue selling, the results leave many questions yet to be explored. Research has not presented a quantitative measure of issue-selling moves (*references*). Also, although some moves have been identified, research has yet to determine which are critical for successful adoption and implementation of an issue.

Activity 3. Read these sentences from an Introduction to a research proposal in **the field of business**. Identify the step and label each sentence using the names of the steps you have covered in this unit. More than one sentence can be matched to one step:

Example:

0. We hope to advance knowledge by testing a theory-based, psychological explanation using a prospective design to predict actual return (stating the study' value; presenting methodology).

1. In this proposal, we hypothesize how current performance constrains and managerial compensation stimulates or deters investments with long payoff horizons.
(______________________________)

2. To test our predictions, a research design and empirical setting that control for major challenges when assessing investments seem most appropriate.
(______________________________)

3. Research into self-expatriates' repatriation has focused on trying to reverse the "brain drain" and has sought to uncover what encourages return (*references*).

(______________________________)

4. The present study will investigate the effect of gender stereotypes on the assessment of new business ideas.

(______________________________)

5. We expect this effect to be especially strong for younger firms.

(______________________________)

6. These findings will allow us to predict how stock options affect investment horizon.

(______________________________)

3. Further Practice

Activity 1. Read a jumbled Introduction to a journal article (***Courtney, 2015***) in **the field of political science**. Reconstruct the original text based on the plan:

1. Showing the importance of the topic
2. Reviewing previous research
3. Indicating a research gap
4. Question raising
5. Presenting methodology
6. Presenting findings

Social Background and Intra-Party Attitudes in Ireland

A. Our analysis begins with an assessment of the degree of intra-party variation in substantive political attitude items and the extent to which intra-party attitudes are delineated by the social background characteristics of its members.

B. This paper finds that social background and party affiliation are hierarchical, rather than competing, explanations.

C. Previous studies have tended to write of this residual variation and the social background explanation too easily (*references*).

D. There has been an increasing understanding that political elites in every state are disproportionately populated by middle-class and well-educated men.

E. The question remains whether the social background characteristics of political representatives affect their attitudes.

F. Despite the fact that social background may be driving party affiliation, research has shown that there may be a considerable amount of residual intra-party attitudinal variation (*references*).

Activity 2. Take a look at an adapted Introduction from a journal article in **the field of management.** Break it down into moves and steps.

Evaluation of New Business Ideas: Do Gender Stereotypes Play a Role?

[1]In recent years, researchers have given considerable attention to investigating the nature of new venture evaluation—the process through which ideas for potentially profitable new business ventures are assessed (Baron & Ensley, 2006; Chen et al., 2009). [2]Research on evaluating new venture ideas has added greatly to understanding this aspect of the entrepreneurial process by providing evidence that new venture ideas often are assessed under conditions of uncertainty and ambiguity in which clearly defined rules for making judgments and decisions are rarely found (Baron et al., 2006; Kickul et al., 2009). [3]Thus, scholars posit and empirical evidence indicates that heuristics and biases can play a substantial role in new venture evaluations (Smith et al., 2009).

[4]The present study theorizes and tests the role of a particular source of bias—gender stereotypes—in evaluation of new business ideas. [5]Gender has been described as an institutionalized system of social practices that helps construe the masculine and feminine as different in socially relevant ways (Ridgeway, 2001). [6]It is culturally defined and transmitted through interactions between people, in mass media, and by popular discourse (Ahl, 2006). [7]Widely-held beliefs about the characteristics and attributes associated with gender differences constitute gender stereotypes (Heilman, 2001), which serve as "pictures in the head" for individuals when making judgments and assessments (Ashmore & Del Boca, 1979,

p. 225). [8]Such stereotypes have been found to influence assessments of male- and female-typed jobs, such that the former are often evaluated higher and provided more wages than the latter (Cohen & Huffman, 2003; Karlin et al., 2002).

[9]This study investigates the influence of gender stereotypes on assessment of new business ideas. [10]This research is located at the intersection of cognitive science and entrepreneurship, which has attracted substantial research attention in the last decade (e.g., Baron & Ward, 2004; Mitchell et al., 2002; Mitchell et al., 2011). [11]As Chen et al. (2009) posit, in ambiguous and uncertain environments, where growth opportunities and risk factors associated with new business ideas are difficult to verify, people tend to rely on implicit mental models or belief structures in making their evaluations. [12]Investigation of the heuristics and mental structures that people use to assess, judge, or make decisions involving new business ideas has become an important topic in entrepreneurship research (Mitchell et al., 2007). [13]These studies have furthered academic understanding of the role of cognitive biases in the entrepreneurial process, but scholars have only begun to scratch the surface in terms of understanding the role of gender stereotypes in influencing evaluations of new venture ideas (Bigelow et al., 2012).

[14]This study aims to redress this gap in the literature by examining the role of individual (evaluator sex and their endorsement of sexist beliefs) and contextual (salience of gender stereotypical information—stereotype activation; Wheeler & Petty, 2001) factors in influencing evaluations of male- and female-typed venture ideas. [15]Two-, three-, and four-way interaction hypotheses about the conditions under which men and women differently evaluate male- and female- typed business ventures are generated based on theory. [16]Multivariate configurations are believed to offer more useful and complete explanations of scientific phenomena than those provided by simple linear relationships (Doty & Glick, 1994). [17]Hypotheses are tested using an experimental design, which has high internal validity and helps eliminate alternative explanations for possible cause-effect connections (Colquitt, 2008).

Adapted from:

Gupta, V., & Turban, D. (2012). Evaluation of new business ideas: Do gender stereotypes play a role? *Journal of Managerial Issues, 24*(2), 140–156.

Activity 3. Look back at the extract and reflect on the following:

1. How well is the topic of the study presented to the reader? Are enough background details provided to understand the relevance of the topic and the research problem?
2. Are the authors clear enough about the way they define key concepts in the study?
3. What tenses are used to stress the importance of the topic, discuss findings from previous research, introduce the study's purpose, and present hypotheses?
4. Is the style of description personalized or depersonalized?
5. Are there a lot of examples of the passive voice?
6. Can you identify the steps by the kind of language that is used in the extract?

Activity 4. Find more examples of Introductions in authentic research proposals and journal articles. Answer these questions:

1. How is the section labeled (*Introduction, Background*)?
2. Can you identify the moves and steps that you have covered? What other steps are present?
3. What is the order in which moves and steps are presented? Do you think this sequencing of ideas is clear to follow?
4. What are the differences in the linguistic features of Introductions in research proposals as opposed to those in journal articles?

Activity 5. Review the various language structures for conveying the author's communicative intentions in an Introduction (see the Introduction topics in the "Language Guide"). Select 15–30 expressions to include in your personal academic glossary.

Activity 6. Think about your current or future research project. Try your hand at writing a tentative version of the Introduction section for your project's proposal (300–400 words at maximum). Use the move-step framework (see unit 1 of Part 2) to guide yourself. Consult the Introduction checklist in Appendix C to check if all the essential elements are present.