5. Each appendix should be followed by a **title** on the next line (capitalize all words in the title).
6. Both the label and title should be placed at the top of the page and **centered**.
7. The first paragraph in an appendix is flush left and <u>not</u> indented (if textual information is to follow); the second and subsequent paragraphs are indented five to seven spaces.
8. If an appendix is a table or figure, the name of the table or figure should be the title of the appendix (followed by the table/ figure).
9. Add capital letters (A, B, C, etc.) to the number of a table or figure to show that this table or figure appears in a certain appendix (Appendix A, Appendix B, Appendix C, etc.) and <u>not</u> the main body of the paper (e.g., Figure 1A, Table 2B).
10. Just like the rest of the document, the Appendices section should be **double spaced**.

Examples:

Appendix A
The Pre-Course Survey
First paragraph of text
Second paragraph [*indent second and other paragraphs in textual descriptions*]

Appendix B
Means of Labor Market Variables in Russia
[*Insert table/ figure here*]

The Language Guide

1. The Introduction Section

1.1. Language for showing topic importance

Here are some common **collocations** that appear in "significance" claims. These tend to follow three distinct patterns:

1. Emphasizing the research topic or problem as the agent or "doer" of the action:

| The | study concept issue problem effect question | of X | HAS | **attracted** (drawn) much/ considerable/ heightened/ significant interest in …
 become an increasingly important concern
 been a focus of attention/ a major research focus in …
 played an important/ crucial/ key/ vital role in
 received (garnered, generated) a great deal of/ a large amount of/ considerable/ significant/ wide attention
 represented a primary interest in studies on … |
| | | | HAS BEEN | **much discussed** by scholars
 recognized as
 regarded as
 stressed in scholarly literature |

As can be seen, both **active** and **passive verb forms** are quite commonly used. Note the use of **verb and noun**, as well as **adjective and noun collocations** in many of the examples.

2. Emphasizing scholars and research studies as the agent:

Researchers Scholars	HAVE	become increasingly **interested in** ... **centered**/ **focused on** **directed** their attention **to** **experienced** an *urgent need* **for**
Recent research	HAS	**outlined** the importance/ significance **of** ... **raised concerns about** .../ **in** the literature **on** ... **stressed**/ **emphasized** that **turned** their attention **to** ...

3. Emphasizing the need/ efforts/ attempts, etc. to explore the issue at hand:

There	HAS	a *great deal of* **attention toward** ... a *growing* **concern about** ... a *need to* ... an **increase** / **surge in** scholarly interest **in** ... a *considerable* **interest in** ...
	BEEN	
	HAVE	**calls for** more research **on** ... *many* **efforts to** explore ... *numerous* **attempts to** establish a link **between** ...

Adjective and adverb collocations

The following "negative" **adjectives and adverb collocations** are also used quite frequently in "significance" claims:

clearly/ highly/ largely controversial
clearly/ highly/ largely incompatible with
clearly/ highly/ heavily distorted
clearly/ heavily/ largely misguided/ misinterpreted
clearly/ largely neglected
clearly/ largely understudied/ unexplored.

1.2. Language for providing background information

Verb and noun collocations

Here are some **verb and noun collocations** that are often used in "background" statements:

- to attend **to** smth (e.g., information)
- to attract one's interest **toward** smth
- to associate smth/smb **with** smth/ smb
- to be faced/ confronted **with** smth/ smb
- to be the key **to** smth ...
- to center/ concentrate/ focus (one's attention) **on** smth/ smb
- to develop an interest **in** smth
- to draw one's attention **to** smth/ smb
- to direct one's interest **to** smth/ smb
- to draw **on/upon** smth
- to expose smth/ smb **to** smth/ smb
- to have an interest **in** smth/ smb
- to revive one's interest **in** smth/ smb

Adjective and noun collocations

The following sets of **adjective and noun collocations** are also common in general academic discourse:

- **analysis:** careful, comparative, comprehensive, critical, detailed, in-depth, serious, systematic, thorough
- **concept:** basic, central, complex, core, essential, fundamental, general, key, innovative, intellectual, novel, original, sophisticated, underlying
- **criterion/criteria:** inclusion, objective, primary, selection
- **framework:** general, comprehensive, common, conceptual, existing, theoretical
- **model:** detailed, mathematical, working, traditional
- **notion:** accepted, basic, common, conventional, general
- **phenomenon/phenomena:** common, complex, contemporary, novel, observable, rare, recent, well-known, widespread, unique
- **stance:** broad, natural, rigid, strong
- **viewpoint:** alternative, critical, diverse, objective.

1.3. Language for clarifying definitions

Verbs

Here are some **verbs** that often feature in definitions:

Be, call, define (as), describe (as), refer to

- Insomnia **is** a disorder of difficulty initiating and/or maintaining sleep, with impaired daytime functioning as a consequence.
- Reeves (1998) **defined** oceanic islands **as** islands that have never been connected to a mainland continent.
- Declarative knowledge **refers to** "knowing that" and procedural knowledge refers to "knowing how?" (Anderson, 1980, p. 223).
- The underlying one-way function is a basic ingredient in the system (in crypto jargon one **calls** it a "primitive? or sometimes an "atomic primitive").
- This distinction is helpful in analyzing a problem that Nissenbaum **describes as** the challenge of protecting "privacy in public" (Nissenbaum, 2004).

Less commonly used defining verbs are *signify* and *designate*:

- A value of 0 **signifies** perfect balance, and other values (positive or negative) signify imbalance.
- I shall use the word "gentrification" to **designate** processes of strong growth of higher social categories in working-class neighborhoods.

Some defining verbs can be used not only in the **active** but also in the **passive voice**, as is shown in the table:

TO BE	defined **as**/ in terms **of**/ according **to**…
	called _
	concerned **with**
	described **as**/
	referred **to**/
	known **as**

In fact, the use of the **passive voice** allows the writer to take the focus away from the specific "doer" of an action (e.g., Thomas) to the content of the message. Compare:

1) Thomas (2001) **defined** oceanic islands **as** islands that have never been connected to a mainland continent.
2) Oceanic islands **can be defined as** islands that have never been connected to a mainland continent (Thomas, 2001).

Here are some more examples:

- Trade interdependence is associated with peace, especially when peace **is defined as** the absence of deadly conflict.
- Climate **is** often **referred to as** the recurring patterns of behavior, attitudes and feelings that characterize life in the organization.
- Cybernetics **is concerned with** the underlying processes of behavior in biological systems and its extension to communication, manipulation of information and control mechanisms (Porter, 1969).
- This situation **is known as** a decision trap.
- In the kiwifruit industry, GM policy **is described as** largely market-driven because it is determined by the preferences of customers and consumers, and the industry's major international markets.
- This mapping process **is called** preprocessing and is done by a prefilter.

Nouns + for + V-ing

There are also some structures that define or explain the function of specific objects, techniques, instruments through the use of **a noun + for + V-ing**, as in the following examples:

- An alternative method … is **a procedure for** generating a controlled truncation of a large Hilbert space.
- Strict scrutiny is **a tool for** ensuring that the benefits of programs using racial classifications outweigh the costs.
- This is a viable **method for** visualizing the spectrum using color graphics.
- Democratic experimentalism is **a technique for** making public problem solving easier in a democratically legitimate way.

Adverbs and adjectives

So-called, named, whereby, henceforth (from this time on), that is (= i.e.)

Some adjectives and adverbs can also be used to specify or illustrate what some concepts interjected earlier really mean. Note that "whereby" is often used to replace "by means of which," "by which" in definitions:

- [Authors] proposed a **so-called** X based on hybrid symbolic and numerical computations.
- Additional work in feedback, servo-mechanisms and gestalt were brought into a new body of knowledge **named** cybernetics by Norbert Wiener (1965).
- The European Commission **defined** CSR **as** "a concept **whereby** companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders" (Commission of the European Communities, 2001).
- These clocks will **henceforth** be referred to as power-clocks.
- In order to delay gratification, people need to be able to employ self-regulation, **that is**, the ability to override and change their response to an immediate impulse or desire.

Short definitions

Note that authors can resort to **short definitions** or **clarifications of terms and concepts** that appear **in the middle of a sentence**. These definitions are often separated by commas or placed in brackets, as in these examples:

- Drosophila melanogaster, **or** the common fruit-fly, offers the geneticist a near perfect organism to explore the models of inheritance via simple, straightforward, cross breeding experiments.
- Homelessness, **a severe form of residential instability,** disproportionately occurs among young children from low-income families.
- These can be summed up in the following table, setting A as the person who utters the repair word (usually **referred to hereafter as** the speaker) and B as a fellow conversant or passive listener (*MICUSP LIN.G0.07.1, 2016*).

Competing definitions

In some cases, the writers may have to show that there is a certain disagreement on the precise definition of a term or concept. This can be done through providing competing definitions of the term and then indicating which of them the author adopts for the present study. Definitions can, in their turn, be described by authors as *accurate, broad, clear, exact, general, natural, precise,* or *traditional*.

The following structures are often used to **point to a disagreement in existing approaches** to defining a term:

- There is a diversity **in** the use of X ... in studies **on** ... / among scholars.
- Precisely what this term means remains a puzzle/ unclear.
- For centuries, researchers have attempted to define X.
- There is little/ no agreement **on** the exact definition of X.
- Debate exists regarding a definition **of** X.

To **state a preference for a specific definition**, these structures can be used:

- While there is no complete agreement **on** a precise definition of X, we define/ refer to it as ...
- In this paper/ proposal, we define/ view/ refer **to** X as ...
- This (term)... we will/ shall call X ...
- In this paper/ proposal, we have adopted the definition suggested by ... (*references*).
- This paper/ proposal follows [*author's*] definition of X (*references*).

1.4. Language for indicating a research gap

In most cases the language used to indicate a gap in research is negative as its aim is to emphasize a lack of prior research on the topic or to question the efficiency of previous approaches to addressing the issue.

The following examples illustrate **ways to indicate a gap in research on the topic**. Note that both **active and passive** forms are used in those structures:

- No research/ studies/ investigations to date have addressed the issue **of** X.
- No study has been reported **about** ...
- None of these studies consider ...
- No serious explanation is/ has been given to explain ...
- Little is known about X ...
- There is little research **on** X.
  But: There are <u>few</u> studies **on** X.

Verbs

Here are some **verbs** which are commonly used to show **deficiencies** or **weaknesses** in previous research:

Previous studies on X	HAVE	disregarded/ ignored/ neglected failed to address/ consider focused on X rather than on Y left several questions unanswered overlooked suffered from underestimated

Adjectives (participles)

The following adjectives (participles) are commonly used to emphasize **a lack** or **paucity of previous research** on the topic:

The issue/ problem of X	HAS BEEN	neglected underinvestigated underexamined underrepresented understudied	in studies/ research **on** ...

Additionally, these adjectives are helpful in indicating the **deficiencies of previous research** on the topic:

Research/ studies on X	HAS	ambiguous/ contradictory/ controversial debatable/ questionable distorted flawed
Previous approaches/ data/ methods/ findings/ evidence/ results	HAVE	inaccurate incomplete inconclusive inconsistent insufficient limited/ restricted to ... misguided scarce seriously limited/ constrained unconvincing unsatisfactory
	BEEN	

Adjective and noun collocations

The following **adjective and noun collocations** are also often used to indicate a gap in research:

- **contradictory**: argument, interpretation (of), notion (of), result
- **false**: assumption, claim, evidence, representation (of)
- **flawed**: argument, conclusion (about), design (methodology), evidence
- **ill-conceived**: idea, interpretation (of), notion (of), understanding (of)
- **limited**: applications (of), number (of), understanding, value
- **little**: agreement (about/ as to ...), evidence, information (about), research (on/ into)
- **mounting**: concern, conflict, difficulty, pressure
- **questionable**: applicability, approach, comparison, measure (of).

Examples:

- It has been asserted that the **contradictory results** are due to methodological problems with the studies.

- The submission from the UK was sent out for review, but the reviewers found its basic underlying **assumptions** to be **flawed**.
- In so doing, they make the **false assumption** that people who are presumed to be part of a particular racial group are also psychologically invested in that group's culture.
- Marx's ambition to justify British imperialism in India must have forced him to produce an uninformed, **ill-conceived**, and ultimately destructive **notion** of a backward India.
- While most authors agree that both types of negation can take narrow scope with respect to both subject and object QPs, there is **little agreement about** the availability of the wide scope reading of negation.

Adverb and adjective collocations

Some of the **adjectives** above often appear in combination with the following **adverbs**. Note the position of the adverbs. They come **before** the adjectives:

- **considerably (seriously)** distorted/ misguided
- **generally** disregarded/ ignored/ neglected
- **heavily** dependent (on)
- **highly** controversial
- **fundamentally** flawed
- **largely** dependent on/ underexamined/ understudied/ underfunded/ underestimated/ unknown
- **minimally** acceptable
- **seriously** flawed
- **severely** criticized/ restricted
- **widely** debated.

Examples:

- In their review, Levie and Hay (1998) argue powerfully that organismic models are **fundamentally flawed**, having little or no empirical support when tested on large samples.
- Mood is a diffuse background state of mind, the cause of which is **generally disregarded**.

- These issues have been **highly controversial** in their interpretations, garnering enough attention for current review by the Supreme Court.
- Although a group of transcription factors are implicated in endoderm development, how they work together to induce endoderm differentiation is **largely unknown**.
- The new approach was **severely criticized** as being too simplistic for most applications.

Adverbs

A group of collocations which include "**little**" and "**barely**" adverbs are also quite common:

- **little** known/ researched/ studied
- **barely** addressed/ examined/ represented/ studied.

Linking words for contrast

Note that in order to make a transition from reviewing previous research to indicating a gap in previous research, common **linking words for showing contrast** are used: *however, nevertheless, while, whereas, although*. Here are some examples:

- **Although** there have been numerous studies on/ into X, much less attention has been given to ...
- **However**, previous research has been limited to ...
- **Nevertheless**, these studies have largely overlooked the need for ...
- **While/ whereas** research into X is useful, it is important to consider Y.

Neutral language

However, the language used to indicate a gap in research does not always have to be entirely negative. A more neutral stance can be taken, which does not necessarily expose deficiencies in previous research, **as in these examples**:

- Although there has been considerable research into X, the latest trends related to X support (call for) the need to explore ...
- After considering X, it is worthwhile to also examine Y...

- There is value in extending the present research to examine ...
- This research offers insights into X, although consideration of Y would be also helpful.

1.5. Language for stating the study's purpose

Here are a number of ways to introduce the purpose or nature of the present study. Note the frequent use of *I/ We* pronouns and **the Present/ Future Simple tenses**. In most cases, "purpose statements" tend to take **the active voice**, as shown below:

- This study **addresses** the (research) gap/ the above questions by examining ...
- The present study **analyzes/ explores/ evaluates** (the effects of ... on...) / **focuses on**.../ **measures/ presents** a model/ **tests** a hypothesis.
- The aim/ purpose of this proposal/ study is to **investigate** the potential for/ **propose** and **illustrate** a framework for... / **review** levels of ... / **advance** an understanding of ...
- Our study's aim is to **find out** what factors ...
- To this aim, in this study we **propose to** expand the scope of
- This research **aims/ seeks/ sets out to** ... (examine/ explain/ determine ...)
- In this proposal, I **provide** a preliminary investigation of ...
- In this study, I shall **address** the problem **of**/ show/ discuss ...
- In this study, we **aim at** contributing to this debate by analyzing ...
- In this study, we **present** an analysis **of** ...
- In this study, we **attempt to** expand the model ...
- In this study, we **extend** this line of research by examining ...
- In the present study, we **describe** a novel approach **to** ... / **present** a system/ **attempt to** develop ...
- In this study, the potential effects **of** ... **are/ will be assessed** in terms of ...

Verbs

Below is a list of verbs used **to state the nature or purpose** of the proposed study. These verbs follow different patterns, as shown below:

Verb + Object		Verb + Infinitive	Verb + That + Clause
analyze	explore	aim **to**	argue
assess	extend	(BUT: "aim at" + V-ing)	confirm
calculate	focus (on)	attempt **to**	demonstrate
compare	illustrate	propose **to**	establish
consider	introduce	seek **to**	propose
describe	investigate	set out **to**	prove
determine	measure		reveal
develop	outline		show
discuss	present		suggest
estimate	propose		uncover
evaluate	provide		validate
examine	review		
expand	test		

Verb and noun collocations

Here are some common **verb and noun collocations** used to state **the purpose (and objectives)** of the present study:

- **analyze**: a model, the association (between), the effect (of), the potential (for)
- **assess**: the impact (of), the importance (of), the rate (of)
- **compare**: changes (in), the influence (of), the share (of)
- **calculate:** the index (for), the rate (of), the share (of)
- **consider**: an approach, an increase/decrease (in), the amount/ number (of)
- **determine**: the conditions, the parameter(s), the relation (between)
- **estimate**: the frequency (of), the relationship (between), the value (of)
- **examine**: the level (of), the measures (of), the question (of)
- **expand**: the coverage (of), the model, the set (of)
- **propose**: a framework (for), a mechanism (for), a model (for)
- **provide**: an analysis (of), evidence (of/ that ...), a measure (of)
- **test**: the idea (that), the hypothesis, the implications (of).

Examples:

- In this study, we construct and **analyze** a game **model** in which a waste regulator and a waste generator interact among themselves and the optimal value of the regulatory threshold W emerges endogenously from this interaction.
- We set out to **compare changes in** outcomes in regions of the country where Medicare had a larger effect on the percentage of the elderly with health insurance to areas where it had less of an effect.
- One way to do it is to **calculate the share of** album sales occurring in May to September.
- We **consider a differences-in-differences approach** and compare the share of summer sales in the period prior to file sharing (the control group) with sales following the introduction of file sharing (the treatment group).
- In this paper, we **examine the impact of** financial development on the poor by **estimating the relationship between** finance and changes in both income distribution and poverty levels.
- Allowing mixed strategy Nash equilibria may **expand the set of** implementable value functions.

Nouns

A number of nouns are commonly used when describing the objectives of the study: *aim, goal, objective, purpose, intention, motivation (the reason for doing smth), rationale (for)*.

Examples:

- My **intention** is not to add another ethnographic case study to the existing anthropological arsenal of knowledge but, rather, to venture outside the discipline to explore ...
- Our **motivation** in this study is to show how our moral judgments are mediated by an appraisal system that takes into account the causal and intentional properties of human action.
- Because part of our **rationale for** the study is to expand previous literature on goal orientations in physical education, we will be using a simultaneous approach to investigate ...

- In this way, the **goal** has been to define the linguistic complexity of phonological structure; that is, what is it about the structure of language per se that is complex?

Noun and adjective collocations

Below are some common **noun and adjective collocations** that are employed to describe the purpose, aim(s) or objectives of the study:

The	main major primary principal	aim goal purpose objective	of	this pro- posal/ study	is	to ...

1.6. Language for presenting the study's hypothesis

The following language is often employed to talk about a hypothes*i*s (plural – hypothes*e*s):

Verb and noun collocations

to assess/evaluate/ test **to accept/ confirm/ corroborate/ support** (= to prove a hypothesis true) to develop to formulate/ generate **to propose** **to discard/ disprove/ nullify/ refute/ reject** (= to prove a hypothesis false) to refine to state to validate/ verify	a/ the	hypothesis

Examples:

- A between -subjects experimental design will be employed to **test the hypotheses** outlined above.
- In sum, these results generally **support (corroborate)** the three **hypotheses**.

- Measurements on ... **confirm (accept) the hypothesis** that pigeons could use spectral gradients in a similar way as described in this study.
- These **hypotheses** were **developed** on the basis of a comprehensive review of empirical research.
- This early evidence has allowed us to **formulate (generate) the hypothesis that** X is related to Y.
- However, we are not able to **refute the hypothesis** based on our contradictory evidence.
- Our purpose was to **test** a number of **hypotheses** about what practices could differentiate X from Y.
- Our **hypotheses** in this study are as follows: (1) Maltreated chimpanzees will react negatively to X ... (2) ...
- To accomplish the two aims, in our study the following two **hypotheses** are **proposed**:

  H_1: Higher (lower) levels of ... will increase (decrease) X ...
  H_2: ...

- In our study, the following **is hypothesized**:

  H_1: Higher (lower) levels of X will increase (decrease) perceptions of Y.
  H_2: Higher (lower) levels of X will negatively (positively) affect A.
  H_3: Higher (lower) levels of X will negatively (positively) affect Z.

- We argue that X influences Y and set out to **validate this hypothesis** by using data from ...
- We may now attempt to **verify hypotheses** 1a to 1c.

A **hypothesis** can be described as:

- alternative = alternate (H_1)
- null (H_0 – the small zero stands for "null")
- testable/ falsifiable (one which can be proven false)
- working.

Examples:

- The **null hypothesis** is that the two sets of regression coefficients are equivalent. / The ... nonparametric statistical hypothesis test will be used to reject the **null hypothesis** of no differences existing between the two task types.

- The **alternative hypothesis** predicts that early bilaterians were holopelagic. / Our findings do not provide clear support for this **alternative hypothesis**.
- This study spells out empirically **testable hypotheses** and identifies possible theoretical extensions.
- At the preliminary stage of our research, a **working hypothesis** will be developed.

Stating a hypothesis

To explain how the hypothesis will be tested using the data, the following language can be used:

- The data to address the stated hypothesis will be analyzed using ... regression.
- For Hypothesis 1, I will employ ... models.

2. The Literature Review Section

2.1. Language for identifying the research area and topic of investigation

The following language is often used to identify a study's topic as a point of scholarly inquiry. To emphasize the relevance of the inquiry up to the present moment, the Present Perfect is often employed, as in most of the examples below. Note the use of **nouns** and **noun and adjective collocations**:

- X... has been **the focus of** several studies ... (*references*).
- X... has attracted/ received **wide attention** in research/ studies **on** ... (*references*).
- X... has aroused **considerable interest among** (scholars) ... (*references*).
- There has been **much emphasis on** X in recent studies (*references*).
- There has been **a great number of/ a great deal of studies on** / **investigations into** ... (*references*).
- **Extensive/ ample research** has been done **on** ... (*references*).

Appendix C
The Introduction Checklist

	Content
	The author:
	1. starts by demonstrating the importance of the topic
	2. provides a brief review of previous research in the topic area
	3. concludes the review of research by indicating a research gap
	4. introduces the study's purpose (research questions and/ or hypothesis where applicable)
	5. briefly mentions the proposed methodology
	6. outlines the study's significance (and specific implications) for the area.
	Organization
	7. Paragraph division is coherent and effective.
	8. The paragraphs have a clear structure.
	9. Appropriate linking words and conjunctions are used to connect ideas within and between paragraphs.
	Language
	10. Move-specific grammar and vocabulary structures are varied and appropriate to the author's communicative intentions in the Introduction section.
	11. The use of tenses and verb forms (active and passive) is aligned to specific communicative functions conveyed in this section.
	12. Hedging language is employed to counterbalance any biased or overly strong claims.
	13. The overall language use follows established sentence formation, style, grammar and vocabulary use conventions.
	14. The text is free of major spelling, capitalization, and punctuation errors.
	Format
	15. All cited sources are acknowledged properly in **in-text references** and **the list of references** following the APA style conventions.

Appendix D
The Literature Review Checklist

	Content
	1. The review identifies the topic and provides background information (including definitional clarifications).
	2. A **critical discussion** of studies is provided (their merits and limitations, contrasting viewpoints, etc. are addressed at the required level of detail).
	3. The author's line of argument is clear and supported with evidence from research.
	4. The final part summarizes the review by indicating a research gap (optional).
	5. The final part restates the study's purpose (research questions and/ or hypothesis where applicable).
	Organization
	6. Paragraph division is coherent and effective.
	7. The paragraphs have a clear structure.
	8. Appropriate headings and subheadings are used (if applicable).
	9. Appropriate linking words and conjunctions are used to connect ideas within and between paragraphs.
	10. The author demonstrates a balanced use of author-prominent and information-prominent approaches to citing sources.
	Language
	11. Move-specific grammar and vocabulary structures are varied and appropriate to the author's communicative intentions in the Literature Review section.
	12. The use of tenses and verb forms (active and passive) is aligned to specific communicative functions conveyed in this section.
	13. Information from sources is integrated effectively using quoting, paraphrasing, and summarizing techniques (if used, direct quotes are kept to a minimum).
	14. The review is free of vocabulary, grammar, word order, spelling, and punctuation errors.
	Format
	15. All cited sources are acknowledged properly in **in-text references** and **the list of references** following the APA style conventions.