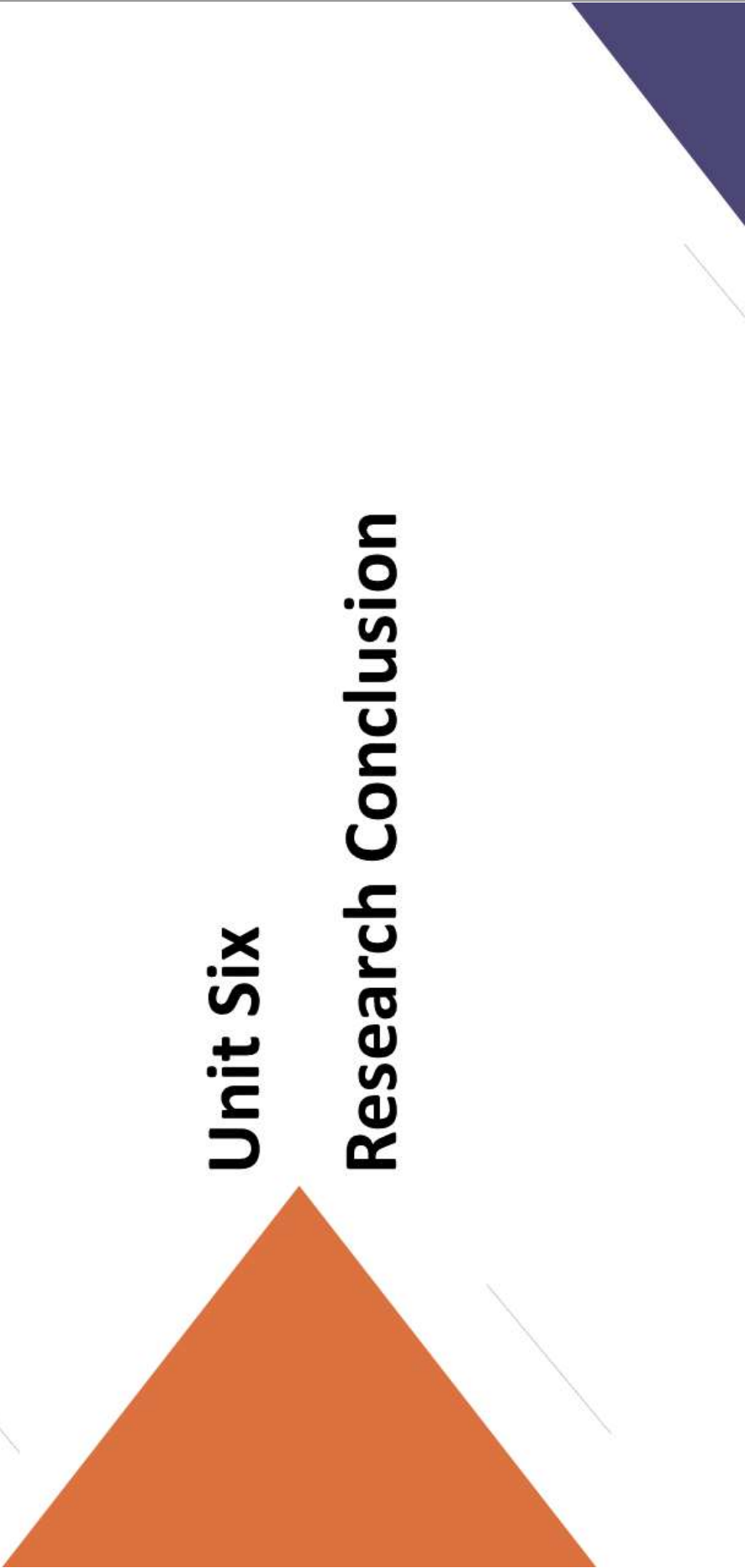


English Academic Writing for Graduate Students

东南大学外国语学院 制作



Unit Six

Research Conclusion

Unit Six

Learning Objectives

- To understand the importance of **summarizing** in academic writing;
- To be skilled in **paraphrasing** in academic writing;
- To be able to **restate your thesis statement**;
- To be able to **write a logical conclusion**.

Unit Six

Contents:

Pre-test

- I. Warm-up
- II. Sample Reading
- III. Language Focus
 - Summarizing
 - Paraphrasing

IV. Academic Writing Skills

- Using sentence Patterns
- Restating the Research Objective
- Writing a Conclusion Section



Unit Five

Pre-test



Review:

Have you already grasped the writing skills of Unit 5?

Preparation:

What are the key points of Unit 6?

Unit Six

I. Warm-up

- How does the Conclusion differ from the Abstract and Introduction? (Functions)
- What are the key elements of the Conclusion section?

Unit 4-2

1. How the Conclusion differs from the Abstract and Introduction

Unlike the Abstract and Introduction, the Conclusions section

- does not provide ...
- gives more emphasis to ...
- talks about ...
- covers additional ...

Unit 4-2

2. Key elements of Conclusions section:

- ① a very brief revisit of the most important findings ...
- ② a final judgment on the importance and significance of those findings ...
- ③ an indication of the limitations ...
- ④ suggestions for ...
- ⑤ recommendations for ...
- ⑥ recommendations for ...

Unit Six

I. Warm-up

In research papers, the concluding section manifests the value of your research as well as your understanding of the material that you have presented.

Conclusion normally serves the following **functions**.

1. To **summarize** and bring together the main areas covered in the writing (“looking back”);
2. To **analyze** and **evaluate** your main points for readers (the general **implications** and possible **limitations** of your research);
3. To **suggest** the **improvement** and **speculating** on future directions.

Unit Six

II. Sample Reading

Parental Phenol Exposure and Spontaneous Abortion in Chinese
Population Residing in the Lower Reach of Yangtze River

Abbreviations

PCP	pentachlorophenol	五氯苯酚
AP(s)	alkylphenol(s)	烷基苯酚
NP	nonylphenol	壬基苯酚
OP	octylphenol	新基苯酚
BMI	body mass index	体重指数

Unit Six

Some medical terms to consult before reading

Phenol exposure	接触苯酚
spontaneous abortion	自然流产
chromosomal abnormality	染色体异常
uterine abnormality	子宫异常
autoimmune diseases	自身免疫性疾病
urinary concentrations of phenols	尿浓度
ultra-high performance liquid chromatography	超高效液相色谱法
ammonium acetate buffer solution	醋酸铵缓冲液
solid phase extraction	固相萃取
creatinine concentrations	肌酐浓度
body mass index	体重指数

Unit Six

II. Sample Reading

1. Read the concluding section of the sample text to identify the information elements in the following table. Then discuss their functions (p. 98).

Information elements	Relevant details
Summary of the findings	First sentence in Paragraph 1
Discussion of major findings	Sentence 3 to the end of Para. 1
Implications of the research	First sentence in Para. 2
Limitations of the research	Sentence 2,3,4,5,6 in Para. 2
Recommendations for further research	Last sentence in Para. 2

Unit Six

II. Sample Reading

2. What verb tenses are mainly used in this conclusion section? Which voice is predominant in this section, the active voice or the passive voice? (p. 98)

When describing actions or situations that happened in the past, or expressing actions that follow each other, the simple **past tense** is normally used. A majority of verbs in summary and limitation sections are in the past. The simple **present tense** is more common in implication and recommendation sections. Other forms can also be used if there is a good reason for doing so. Active voice means that if the subject of a sentence performs the action, the verb used to express this meaning is active. If the subject receives the action of the verb, the verb is passive. Passive voice is normally used if the agent is arbitrary, or not known, and sometimes “by...” is omitted. In this reading passage, **the passive structure is predominant.**

Unit Six

Glucagon-like peptide-1 structure

inflammation and improves neural

Pharmacological Research, 152
(2020) 104615

4. Discussion

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Implications

found that GLP-1 could attenuate neuroin-

flammation by regulating microglia function and polarization, and also contribute to the stabilization of neural connectivity and the enhancement of spine function in neurons (Fig. 6). Therefore, we assume that GLP-1 may promote memory function by alleviating neural connectivity and neuronal damage in neuroinflammatory diseases, suggesting that promotion of spine maturation and recovery of neural connectivity lead to the improvement of cognitive decline [73,74]. Hence, we suggest that GLP-1 has a therapeutic potential to treat neurological pathologies.



Modeling of Photovoltaic MPPT Lead Acid Battery Charge Controller for Standalone PV System

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This paper presents the complete modeling of the solar PV MPPT charge controller in Simulink and its performance analysis in the following sections.

Restatement

Major Points

A detail circuitry modeling of a Solar PV MPPT battery charge controller model in Simulink is presented. The MPPT P&O tracking algorithm, buck converter circuit and three stages charge controller are clearly explained and are fully reproducible. The MPPT battery charge controller is capable to charge a lead-acid battery through tracking the maximum power from the 2 kW power source and regulate the charging using a three-stage charging strategy, achieving an average overall efficiency of 98.3% with many high-frequency switching operations. The commercial solar PV MPPT charge controller presented can be flexibly changed to other commercial MPPT charge controlled with similar topology. The performance of the Simulink model also validated with a real commercial solar PV MPPT charge controller experimental setup. This validated model contributes to a better sizing of PV panel and battery energy storage for small and medium standalone PV systems.

Commercial Application (Value)

Contribution

Unit Six

III. Language Focus

A. Summarizing (p. 99)

There are three ways to include source material in academic writing: **summarizing**, **paraphrasing**, and **quoting**.

To summarize is to bring out in your own words a shortened version of written or spoken material, stating the main points and leaving out anything that is not essential. Summarizing is more than retelling; it involves analyzing information, distinguishing important elements from unimportant ones.

Unit Six

III. Language Focus

A. Summarizing

Here are some **tips** for summarizing (p. 99):

- Read the original text carefully, highlight the main points as you read;
- Read the text again and make notes of the main points, leaving out examples, evidence, etc;
- Rephrase the main points by using different words and phrases;
- Do not add your own ideas, opinions, or judgment of the arguments;
- Include references to the original sources.

Unit Six

III. Language Focus

1. Read the following paragraph and write a summary of it. (p.100)

I come from India, but I have lived in Canada for several years now. I am surprised at how Canadian society respects the rights of women, both at work and home. Personally I believe women in Canada are better off than women in India. However, some of my female friends in Canada miss the good old days when women were treated in a different way. You see, in the past, gentlemen followed different rules of behavior. They would open the doors for ladies, pull out chairs for ladies to sit down, stand up when a lady left the table, and offer to pay the bill at restaurants. Now, however, most Canadians believe that men and women should be considered equal. For example, women now generally have to pay for their own meals.

Unit Six

III. Language Focus

1. Read the following paragraph and write a summary of it. (p.100)

A student's summary of the original passage

The writer feels women in Canada are luckier than Indian women, because most Canadians throw out the conception of sexism. However, some Canadian females miss the good old days. In the past, gentlemen opened doors for ladies, and pulled out their chairs, etc. Now Canadian men believe women are equal and they must pay at restaurant.

Questions for discussion:

1. Where is the writer from?
2. Have all Canadians abandoned sexist ideas or just most Canadians?
3. How do these two expressions vary in meaning?
 - (a) Men would often pull out chairs for women.
 - (b) Men would often pull out womens' chairs.
4. Do women today always have to pay for their meals when dining out?

Unit Six

III. Language Focus

1. Read the following paragraph and write a summary about it (p. 100).

According to an Indian who has lived in Canada for several years, some Canadian women feel nostalgic about the days when they received special courtesies from men. Now, most Canadians endeavor to treat men and women equally.

Unit Six

III. Language Focus

2. Decide which version is an acceptable summary and why (pp. 100 -101)

Original: Most medical people despised the press, holding attitudes not totally unfamiliar today. Reporters tended to be suckers for every quack, half-quack, over-eager scientist, or naïve country doctor who thought he had a serum to tuberculosis, a herbal remedy for cancer, or a new surgical procedure to rejuvenate the aged. When the newspapers were not wasting space on undeserving medical stories, they were over-playing legitimate news, getting their facts wrong, and generally making a nuisance of themselves interfering in the lives and practices of busy professionals. Doctors' deep suspicion of what they read in the newspapers and even in the less-carefully edited medical journals helps to explain some of the early skepticism about insulin in countries like Britain: Oh, the Americans are always curing everything; this week it's diabetes. Even in Canada and the United States it was some months before there was enough confirmation of the unlikely news from Toronto to convince wire services and the more skeptical doctors and editors that insulin was, indeed, the real thing. ↵

(Michael Bliss. *The Discovery of Insulin*. Toronto: McClelland & Stewart, 1982. Chapter 8, Section I, Paragraph 1, Page 190)↵



Unit Six

III. Language Focus

2. Decide which version is an acceptable summary and why (pp. 100 -101)

Summary 1 = **Plagiarism**

It attempted to disguise the fact that most of the words and all of the ideas in this passage have been copied directly from the original by altering verb forms and changing the original order of the ideas. The words highlighted are the only words not plagiarized from the original text.

Summary 2 = **Plagiarism**

It is much the same as Summary 1, but is an attempt to mislead readers to believe that the student is honestly citing the original by quoting from the original (with a page reference but not key expressions), while the rest of the text is largely plagiarized.

Unit Six

III. Language Focus

2. Decide which version is an acceptable summary and why (pp. 100 -101)

Summary 3 = Paraphrase + Quotes

It is acceptable from a plagiarism standpoint, but the quotations involved are not suitable. Quote only when the statement is by an acknowledged expert in the field or could not be rephrased in a better or more succinct way.

Summary 4 = an acceptable summary

Insulin as a treatment for diabetes was not widely accepted for many months because doctors had become skeptical about the legitimacy of medical discoveries as reported in newspapers and by some less professional medical journals (p. 190).

Unit Six

III. Language Focus

B. Paraphrasing (p. 102)

To paraphrase means to completely reproduce the original meaning in your own words (but never include your own opinion). There are basically two ways of paraphrasing: by making **word-level** transformations (and maintaining the original syntax) or by considering its “**deep structure**” and making more significant changes. It is usually believed that making word-level paraphrases is easier than deep level transformations.

Unit Six

III. Language Focus

B. Paraphrasing

Here are some **guidelines** for paraphrasing (p. 103):

- Use synonyms;
- Change word forms;
- Make necessary structural adjustments;
- Change between the affirmative and the negative;
- Include references to the original source.

Unit Six

III. Language Focus



Read the following paragraph and try to paraphrase it (p. 103).

Aries (1962) claims that starting in the 15th century people's viewpoints on family and the actual reality of family changed. However, the change was so slow and subtle that people at that time did not see it. But the growing importance of school was quite striking. In the Middle Ages children were educated from the age of seven by being placed out or apprenticed to other families. Once schools were no longer limited to religious study, they replaced apprenticeship as society's means of educating the young and initiating them into society.

Unit Six

IV. Academic Writing Skills

A. Useful Sentence Patterns for Summarizing the Findings

This study has shown that

These findings suggest that in general

One of the significant findings to emerge from this study is that

The following conclusion can be drawn from the present study

The relevance of X is clearly supported by the current findings.

The second major finding was that

The results of this investigation show that

The most obvious finding to emerge from this study is that

Multiple regression analysis revealed that the

Unit Six

IV. Academic Writing Skills

A. Useful Sentence Patterns for **Significance of the Findings**

These findings enhance our understanding of

The current findings add substantially to our understanding of

The current findings add to a growing body of literature on

The study has gone some way towards enhancing our understanding of ..

The present study, however, makes several noteworthy contributions to...

The empirical findings in this study provide a new understanding of

The findings from this study make several contributions to the current literature.

The present study provides additional evidence with respect to

The present study confirms previous findings and contributes additional evidence that suggests

Unit Six

IV. Academic Writing Skills

A. Useful Sentence Patterns for **Limitations** of the Research

Finally, a number of limitations need to be considered. First,

The most important limitation lies in the fact that

The current investigation was limited by

The project was limited in several ways. First, the project used a convenience sample that
However, with a small sample size, caution must be applied, as the findings might not be transferable to

Our findings in this report are subject to three limitations. First, these data apply only to

An issue that was not addressed in this study was whether

One source of weakness in this study which could have affected

Several limitations to this pilot study need to be noted.

The main weakness of this study was the paucity of

Unit Six

IV. Academic Writing Skills

A. Useful Sentence Patterns for **Recommendations** for Further Research

Further work needs to be done to establish whether

It is recommended that further research be undertaken in the following areas.

Further research in this field/regarding X would be of great help in

Further investigation and experimentation into X is strongly recommended.

It would be interesting to assess the effects of

These findings provide the following insights for future research

Considerably more work will need to be done to determine

It would be interesting to compare / A further study could assess

The issue of X is an intriguing one which could be usefully explored in further research.

Future research should therefore concentrate on the investigation of

Unit Six

IV. Academic Writing Skills

A. Useful Sentence Patterns for **Implications / Recommendations**

The current study has a number of important implications for future practice.

These findings suggest several courses of action for

An implication of these findings is that both X and Y should be taken into account when

Another important practical implication is that

Other types of X could include : a), b).

This can be used to develop targeted interventions aimed at

A reasonable approach to tackle this issue could be to

Taken together, the findings do not support strong recommendations to

IV. Academic Writing Skills

Unit Six

Complete the following conclusion in English by translating Chinese in the bracket. (p. 105)

As a matter of fact, we only considered the compatibility and substitutability between two Web services. 1) _____
(当涉及更多网络服务器时), it will be more complex and need more research. We also assume that messages communicate in a synchronous way. Reasoning on asynchronous communications raises very subtle problems and is 2) _____
(不幸的是往往不可断定), which means that automated tools are submitted to severe restrictions. 3) _____
(另一个研究方向是) that when two Web services are not compatible, it is natural to “do something” to correct the flaws in their interaction. Several authors have proposed some possibilities, 4) _____
(但这个问题仍应进一步研究).

Unit Six

IV. Academic Writing Skills

B. Restating the Research Objective (pp. 105 – 106)

In the concluding section, you need to restate your thesis statement. You should avoid repeating the thesis statement, otherwise your conclusion may sound boring. Using a thesaurus is a good way to find new, interesting expressions. For example:

- This study set out to determine...
- The present study was designed to determine the effect of...
- In this investigation, the aim was to assess...
- The purpose of the current study was to determine...
- This project was undertaken to design...and evaluate...
- Returning to the hypothesis/question posed at the beginning of this study, it is now possible to state that...

Unit Six



IV. Academic Writing Skills

Write concluding statements based on the following research questions
(p. 106).

- ✓ (1) What in San Francisco attracts visitors more: the magnificent location, the theaters and art galleries, or its fine restaurants?
→ The present study is designed to determine what in San Francisco attracts visitors more --- the magnificent location, the theaters and art galleries, or its fine restaurants.
- ✓ (2) Do employees need to be trained for working in the Australian multicultural workplace? But managers also need to be trained?
→ The purpose of this investigation is to explore whether employees as well as managers need to be equally trained for working in the Australian multicultural workplace.

Unit Six

IV. Academic Writing Skills

Write concluding statements based on the following research questions.

- (3) This study set out to tackle the rate of juvenile delinquency in 2014 in the US.
- (4) The aim of this study is to determine whether education plays a role in reducing juvenile delinquents' return to crime.
- (5) The project undertaken is to evaluate the marketing strategies currently applied by the Coca-Cola Company
- (6) The current study aims to determine whether children sent to daycare or preschool start kindergarten showing more highly developed language skills.
- (7) This project aims to explore how the discovery of a genetic basis for obesity may change the way we treat obese persons, both medically and socially.

Unit Six

IV. Academic Writing Skills

C. Writing a Concluding Section

The following are the **points** for attention in preparing the section of conclusion:

- Be careful not to draw conclusions from data involving errors of observation.
- Do not use mathematical formulas without clear understanding of the derivations and all the assumptions involved.
- Avoid confusing facts with opinions of influences, not only in the investigation itself but also in preparing results for publication.
- Do not draw a conclusion from too few data, or too broad a conclusion that is based on extrapolated curves.
- Guard against failing to qualify a conclusion, in order to show the limits within which it applies, or the variation which is to be expected.

Unit Six



IV. Academic Writing Skills

Read the following discussion section of a paper and write a conclusion for it. (p. 108)

The current research suggests that interventions designed to impact children's environmental identities should be situated in outdoor natural settings. They should include opportunities for free-choice learning and exploration in combination with easy practices that facilitate detailed observation. They should also take time to address children's comfort levels in natural settings, allowing for children to discuss, observe and practice strategies to overcome their fears in a relaxed environment. They should also include time for reflections of participants' relationship with the natural world. This research also suggests that there is a compelling reason for teachers to develop children's awareness of environmental identities to leverage their interest in the natural world and foster their interest in school science.

Unit Six

IV. Academic Writing Skills

Outdoor learning experiences like the ones at the Center that strengthen children's environmental identities may be of interest to environmental educators who strive to foster children's learning about the environment as well as their pro-environmental behavior. When carried out in the context of schooling, such efforts have the potential to encourage teacher and peer recognition and acknowledgement of children's environmental identities so that children's feelings and interest in the natural world may be affirmed in their experiences of school science. In doing so, outdoor learning experiences that strengthen children's environmental identities may also encourage children's interest in science at school.

Unit Six



The 13th Week

☐ 1 Exercises of Unit 6 (Do it Yourself)

☐ 2 Sample Reading of Unit 7 (pp. 112 - 113)

☐ 3 Results & Discussion Section of the term paper

☐ 4 Preparation for the class sharing (5 mins.)

☐☐☐

For Everyone

For Each Group

Thanks

School of Foreign Languages
Southeast University