

English Academic Writing for Graduate Students

东南大学外国语学院 制作



Unit 5

Results & Discussion

Unit Five

Learning Objectives

- To understand the **function** and the **major elements** of the results and discussion section;
- To learn **how to describe** graphic information;
- To grasp the tips for making comparison and contrast;
- To learn **how to present** the cause and effect relationship;
- To learn **how to strengthen** and weaken a claim.

Unit Five

Contents:

Pre-test

I. Warm-up

II. Sample Reading

III. Language Focus

Comparison and Contrast

Cause and Effect

VI. Academic Writing Skills

Decribing the Graphic Information Strengthening or Weakening a Claim Outlining the Results and Discussion



Unit Five

I. Warm-up

- What is the function of the results and discussion section?
- What are the major elements included in the results and discussion section?
- How do you describe graphic information in the results section?
- How do you compare and contrast the data presented in the graphs?
- How do you present a cause and effect relationship?
- How do you strengthen or weaken the claims?

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II. Sample Reading

1. Read the first paragraph in the results part and identify the information elements you find in each sentence of the paragraph (p. 79).

<i>Sentences</i>	<i>Information Elements</i>
Sentence 1	Review of the research issue
Sentence 2	Review of the method
Sentence 3	Review of the method
Sentence 4	Review of the method

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II. Sample Reading

2. Some verbs can be used to locate the results of the research, such as “show” and “indicate”. Read the second and third paragraphs in the **Results** part carefully and think of the question: Which verbs did the authors use for locating the results (p. 80)?

1. _____ discovered _____

2. _____ found _____

3. _____ shows _____

4. _____ demonstrated _____

5. _____ displayed _____

6. _____ showed _____

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II. Sample Reading

3. Read the *Discussion* part carefully and match the information elements with the sentences from this section. Put the correct letter before the corresponding sentence (p. 80).

- A. possible explanations for the finding(s);
- B. the new finding which is different from previous studies;
- C. a reference to the main purpose / research questions of the study;
- D. a review of the most relevant/important finding(s);
- E. the comparison with expected results and other studies;
- F. a summary of the finding(s).

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- C** 1. The first research question investigated how learners' choice of language for thinking influences lexical collocation production.
- D** 2. Statistically significant results revealed that learners primarily using Chinese mingled with English in thinking had the lowest inaccuracy rate, supporting the assumption that type of language for thinking directly impacts oral lexical collocation.
- E** 3. This finding accords with Goh's (2002) assumption that translation as a cognitive tactic slows down cognitive processing and distracts learners from some helpful linguistic clues.
- A** 4. Another crucial implication that may be drawn from our finding on the effect of language for thinking is that metacognitive skill training should be incorporated into ESL/EFL classrooms.
- B** 5. This study indicated an interesting finding: Thinking mainly in English was not beneficial for oral production of lexical collocations, even when learners were at advanced level of proficiency.
- F** 6. To sum up, although task effect was not significant, comparing the inaccuracy rates in the three tasks indicates that processing demands of oral elicitation task may influence the quality of talk, including collocational accuracy.

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III. Language Focus

A. Comparison and Contrast

- a. The purpose of comparison: to show similarities
- b. The purpose of contrast: to show differences

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III. Language Focus

A. Comparison and Contrast

c. Some key words and expressions commonly used to express comparison or contrast (p. 82)

Words and expressions showing comparison	Words and expressions showing contrast
like similar as both as well as in the same way have ... in common the same as	although whereas but instead unless the reverse contrary to even though on the other hand yet however while unlike be different from differ conversely on the contrary

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III. Language Focus

A. Comparison and Contrast

d. Tips for making comparison / contrast (p. 82)

- 1) Not all the information has to be compared or contrasted with each other.
- 2) When comparing or contrasting information in the graphs, it is not necessary to lay equal emphasis on every change.
- 3) The comparison/contrast should be supported by concrete and relevant facts or data.

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III. Language Focus

A. Comparison and contrast (p. 82)

1. Identify the parts which use the techniques of making comparison and contrast in the following sentences adapted from the sample text.

- 1) By contrast, if a learner primarily resorts to his or her L1, then oral production in English will depend on direct translation, causing a great deal of L1 interference at all linguistic levels.
- 2) This finding accords with Goh's (2002) assumption that translation as a cognitive tactic slows down cognitive processing and distracts learners from some helpful linguistic clues.
- 3) Results revealed a higher inaccuracy rate in prepared speech than in picture-cued tasks.

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III. Language Focus

A. Comparison and contrast

2. The following is a result from a market survey of personal computers. Report the result from a university student's perspective. First, describe the student's needs in personal computers. Then, compare and contrast the three types of personal computers in the items listed in the table below. Finally, conclude by stating which computer seems to be the most suitable for the student's needs you have described (p. 83).

Table 2 A market survey of personal computers

Types	Price (yuan)	Hard Disk	Screen Size (inch)
PC 1	2850	500 GB	14
PC 2	6600	1000 GB	15.6
PC 3	3920	1000 GB	14

Note: PC: personal computer



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Possible Keys:

Nowadays, personal computers are commonly used among university students in research work or dealing with different documents in and out of class. To choose a suitable personal computer is not easy. You have to consider many factors such as the price and the functions when comparing different types of personal computers. To most university students who have no income, it's necessary to make a market survey before their purchase of a personal computer.

Table 2 shows the result from a market survey of personal computers. In the survey, three personal computers, PC 1, PC 2 and PC 3, are compared with respect to the following factors: price, processor speed, size of hard disk and screen size. PC 1 costing 2850 yuan, is by far the cheapest of the three and PC 2 is the most expensive. Regarding the size of hard disk, PC 2 has the same hard disk size as PC 3, 1,000 GB, whereas PC 1 is the smallest at 500 GB. Besides, among the three types of personal computers, PC 2 has the largest screen, 15.6". The screen size of PC 1 is 14", which is the same as that of PC 3.

Among the three types of personal computers, PC 1 has the advantage in price. PC 2 functions best however it's too expensive for most university students. In general, PC 3 could be a good choice for most university students considering its price and functions.

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III. Language Focus

B. Cause and effect

A cause-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect) (p. 84).

For example:

- The death rate from cancer is increasing because people are smoking more.
- The weather was cold. Therefore, Sally put on her coat.
- Many hair problems result from what you eat.
- The sports meeting was postponed because of/due to the rain.

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III. Language Focus

B. Cause and effect

1. The following sentences are excerpted from the sample text. Identify the parts which show causes and effects (p. 84).

1) Regarding learner errors, we found 263 incorrect collocations among the 2,491 lexical collocations, resulting in an inaccuracy rate of 10.56.

Keys: 263 incorrect collocations among the 2,491 lexical collocations: Showing the cause
an inaccuracy rate of 10.56: Showing the effect

2) They possessed less capacity to work out linguistic structures, which resulted in more collocational errors in prepared speech.

Keys: They possessed less capacity to work out linguistic structures: Showing the cause
more collocational errors in prepared speech: Showing the effect

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III. Language Focus

B. Cause and effect

2. Complete the following paragraph by filling in missing causal words (p. 84).

Recurring headaches can have initiate disruptive effects in a person's life. Firstly, in many cases, these headaches make a person nauseous to the point that he or she must go to bed. Furthermore, sleep is often interrupted (1) **because of** the pain. Disrupted sleep worsens the physical and emotional state of the sufferer. For those who try to maintain a normal lifestyle, drugs are often relied on to get through the day. Such drugs, of course, (2) **can lead to** other negative effects. Drugs can inhibit productivity on a job, perhaps even (3) **causing** regular absences. Not only is work affected, but the seemingly unpredictable occurrence of these headaches (4) **causes** disruption in family life. The interruption to a person's family life is enormous: cancelling plans in the last minute and straining relationships with friends and family. It is no wonder that many of these people feel discouraged and even depressed (5) **due to** the cycle of misery reoccurring headaches cause.

Unit Five

IV. Academic Writing Skills



A. Describing the graphic information

Steps (p. 86)

Words and Expressions (p. 86)

B. Strengthening or Weakening a Claim

(Pre-test of Unit 6)

Ways (p. 89)

Words and Expressions (pp. 89 - 90)

C. Outlining the Results and Discussion Section

(the corresponding part of your term paper)

Major Moves (pp. 91- 93)

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IV. Academic Writing Skills

A. Describing the graphic information

a. Introduction of graphs

- ✓ The definition
 - A graph is a diagram, usually a line or a curve, which shows how two or more and sets of numbers measurements are related.
- ✓ The types
 - Graphs usually include bar/column charts/graphs, pie charts and line graphs.

Unit Five

IV. Academic Writing Skills

A. Describing the graphic information

b. Use of graphs in the results section (p. 85)

- ✓ Prepare the graphs as soon as all the data are analyzed and arrange them in the sequence that best presents your results in a logical way;
- ✓ Describe the graphs well because good descriptions can help the readers understand your research better.

Unit Five

IV. Academic Writing Skills

A. Describing the graphic information

c. Useful words, phrases or sentence patterns in different situations of graphic description (pp. 85 – 86)

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<i>Situations</i>	<i>Expressions</i>
When introducing the graphic information and making a general statement	<p>The chart shows the percentage of ...</p> <p>The vertical axis shows ...</p> <p>The horizontal axis compares ...</p>
When referring to a graph	<p>As can be seen/It can be seen from the graph ...</p> <p>As shown in Graph 3,...</p> <p>From the graph above, it may/can be seen/ concluded / shown/ estimated/ calculated / inferred that...</p> <p>The graph below /The pie chart above shows/illustrates...</p> <p>According to Table 1,...</p>
When describing a graph	<p>There was a minimal (slight, slow, gradual, steady) rise.</p> <p>There was a rapid increase.</p> <p>There was a (an) marked (large, dramatic, steep, sharp, abrupt) decrease (decline, reduction, fall, drop).</p> <p>There was a sudden fluctuation.</p>
When describing a curve or a trend	<p>a gradual/slight increase; a sharp/steep rise; the peak</p> <p>a rapid/abrupt fall; a slight dip; no change; slow fall</p> <p>It shows an upward trend.</p> <p>It shows a downward trend.</p>
When making a conclusion	<p>to sum up; in conclusion;</p> <p>It appears that...</p> <p>The two charts clearly show...</p>

Unit Five

IV. Academic Writing Skills

A. Describing the graphic information

d. Description of Graphs

Step 1: Introduce the graphic information briefly and indicate the main trend.
Normally it includes the place, time, content and purpose of the graph;

Step 2: Describe the relevant and most important or significant data and make some comparison if necessary;

Step 3: Summarize the data/trends.

Unit Five

IV. Academic Writing Skills

A. Describing the graphic information

e. Expressions for highlighting significant data in a table/chart

— Some adjectives such as “apparent”, “clear”, “interesting”, “obvious”, “revealing” and “significant”

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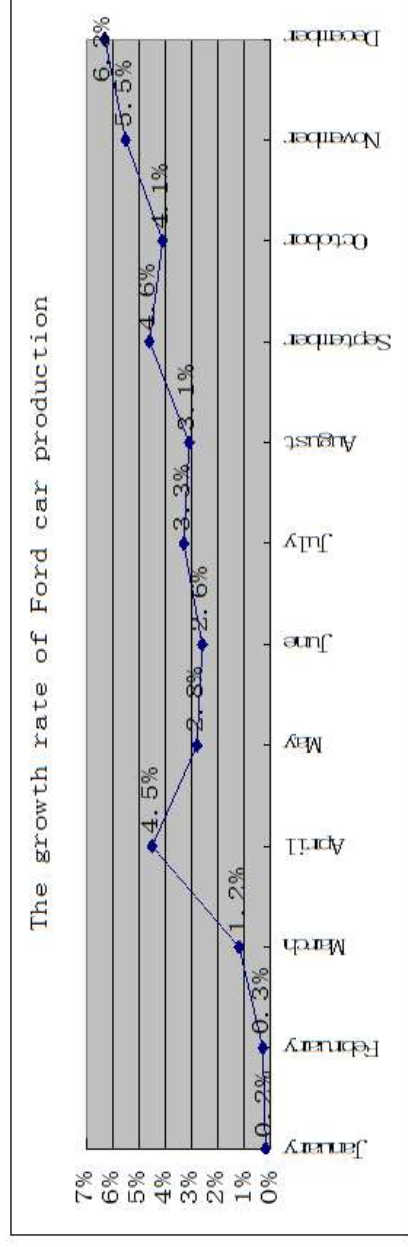
- It is **apparent** from Table 2 that...
- Table 5 is quite **revealing** in several ways.
- From Chart 5 we can see that Experiment 2 resulted in the **lowest** value of...
- What is **interesting** in this data is that...
- In Figure 10, there is a **clear** trend of decreasing...
- As Table 2.1 shows, there was a **great** difference between the experimental group and the control group.
- As shown in Table 6.3, chunk frequency also has **significant** correlation with the indices of oral proficiency.
- There was no **obvious** difference between Method 1 and Method 2.

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IV. Academic Writing Skills

A. Describing the graphic information

1. The following line graph shows an upward trend in the growth rate of Ford car production in 2018. Analyze the line graph and fulfill the following tasks (p. 87).



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1) Mark the following positions in the graph.

- a. The bottom of the line — **in January**
- b. The peak of the line — **in December**
- c. The fluctuating part — **from May to September**

2) Describe the growth rate of Ford car production in the following months respectively. Try to use the phrases or sentence patterns of graphic description that you learned in this section.

- a. In January: In January of 2018, the growth rate of car production was in the bottom of the whole year.
- b. From March to April: It bottomed out at around 1.2% in March of 2018. Then, the growth rate rose sharply from 1.2% to nearly 4.5% in April of 2018.
- c. From May to September: In the next five months from May to September in 2018, there was a fluctuation in the growth rate of car production between 2.8% and 4.6%.
- d. From October to December: It reached a level at 4.1% in October of 2018 and then, it increased rapidly in the growth rate of car production and reached the peak at 6.3% in December of 2018.

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3) What does the overall line graph reveal in the growth rate of Ford car production in 2018?

The graph shows an upward trend in the growth rate of car production for Ford during the period from January to December in 2018. The graph reveals two important rising periods during the whole year.

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IV. Academic Writing Skills

A. Describing the graphic information

2. The following sentences are taken from the sample text. Underline the expressions that are applied to highlight the significant data of the research (p. 88).

- 1) Descriptive statistics demonstrated that those who mainly thought in their native language (Mandarin Chinese) produced the highest inaccuracy rate of lexical collocations ($M=15.17$), followed by those who primarily thought in English ($M=12.40$) and those using a combination ($M=8.44$).
- 2) Results of a one-way analysis of variance (ANOVA) further displayed that the difference among these three groups reached a significant level, $F(2, 39)=4.07, p<0.05$.

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- 3) The LSD test showed that the Chinese-mingled-with-English group had a markedly lower inaccuracy rate than the Chinese or English groups, while the difference between the Chinese and English groups was not significant.
- 4) Statistically significant results revealed that learners primarily using Chinese mingled with English in thinking had the lowest inaccuracy rate, supporting the assumption that type of language for thinking directly impacts oral lexical collocation.
- 5) By contrast, if a learner primarily resorts to his or her L1, then oral production in English will depend on direct translation, causing a great deal of L1 interference at all linguistic levels.

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IV. Academic Writing Skills

B. Strengthening or weakening of your statements

a. The definition

—Claims are statements about ideas and data from you and other people.

b. The function

—When the proof of your idea or data is clear, you should strengthen your claim.

When the evidence is less certain, you should limit or weaken your claim.

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c. Expressions for strengthening or weakening the statements

1) Possible words for strengthening a claim

Nouns: certainty, evidence, the fact that

Verbs: show, prove, establish, confirm, conclude, determine, it is clear that, it is obvious that

Adjectives: key, central, crucial, basic, fundamental, major, principal, essential, significant

Adverbs: very, pretty, quite, clearly, obviously, undoubtedly, certainly, of course, indeed, inevitably, invariably, always, literally

2) Possible words for weakening a claim

Verbs: appear, argue, doubt, estimate, seem (as), seem, speculate, suggest

Adverbs: largely, likely, mainly, maybe, perhaps, possible/possibly, probable/probably, rather, relatively, seemingly, somewhat, sometimes

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IV. Academic Writing Skills

B. Strengthening or weakening of your statements

1. The following sentences are taken from the discussion section of a research paper. Underline the expressions that are applied to strengthen or weaken claims. Then mark them in the brackets at the end of each sentence. The first one is given as an example (p. 90).

- 1) We observed borderline statistically significant elevated risks for... (*strengthening a claim*)
- 2) We observed a stronger positive association for... (*strengthening a claim*)
- 3) It is possible that the referent group had a smaller-than-expected cancer incidence by chance. (*weakening a claim*)
- 4) We observed a suggestion of an elevated risk for advanced prostate cancer with both meat types. (*weakening a claim*)

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- 5) In contrast to our findings, childhood leukemia has been positively associated with intake of processed meats in a case-control study.
(*strengthening a claim*)
- 6) Associations between saturated fat and cancer are likely to be related to energy balance in general, whereas iron is thought to contribute to carcinogenesis specifically by generating free radicals and inducing oxidative stress.
(*weakening a claim*)
- 7) This could explain some of the inconsistencies in the literature as most previous studies have not specifically addressed advanced prostate cancer.
(*weakening a claim*)
- 8) It lends strong support to...
(*strengthening a claim*)
- 9) We found a positive association between red meat intake specifically and cancers of the esophagus and liver...
(*strengthening a claim*)

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IV. Academic Writing Skills

B. Strengthening or weakening of your statements

2. The following sentences are taken from the sample text. Try to write down the reasons why the authors weakened the claims (p. 91).

1) Another crucial implication that may be drawn from our finding on the effect of language for thinking is that metacognitive skill training should be incorporated into ESL/EFL classrooms.

2) When facing this dilemma, our participants seemingly focused on ideational structures.
Possible keys:

The authors weakened the claims because they explained the possible reasons for the results they got from their research. They were not certain about the reasons/causes. At this moment, they preferred to weaken the claims for keeping objective.

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IV. Academic Writing Skills

C. Outlining the Results and Discussion Section

- **Four major moves to follow:**
 - ✓ Move 1: Prepare the information.
 - ✓ Move 2: Report results.
 - ✓ Move 3: Comment on the results.
 - ✓ Move 4: Summarize the results and the discussion.

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IV. Academic Writing Skills

C. Outlining the Results and Discussion Section

Move 1: Prepare the information.

The following steps may be helpful for your preparation.

- Step 1: Review your results and check whether they have answered all the research questions.
- Step 2: Organize your results in a logical manner.
- Step 3: Read the literature review section again.
- Step 4: Read the introduction section again.

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IV. Academic Writing Skills

C. Outlining the Results and Discussion Section

Move 2: Report the results.

- This move is the move in which the results of a study are presented normally with relevant evidence such as statistics and examples.
- In this move, you need to select the relevant results.
- You need to locate where the results are and clearly describe the findings.

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IV. Academic Writing Skills

C. Outlining the Results and Discussion Section

Move 3: Comment on the results.

- This move serves the purpose of establishing the meaning and the significance of the research results in relation to the relevant field.
- It includes the information and the interpretations that go beyond the “objective” results.
- Also, it can include the comments about the strength, limitations or generalizability of the results.

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IV. Academic Writing Skills

C. Outlining the Results and Discussion Section

Move 4: Summarize the results and the discussion.

- This move is optional in a research paper due to the limited length while it is a must for a dissertation or thesis.
- Pay attention to the following aspects when writing.
 - The structure of the results and discussion section and the sequence of the presentation of the results
 - The choice of the appropriate language style in the results and discussion section
 - The revision of the draft of your work

Unit Five

IV. Academic Writing Skills

C. Outlining the Results and Discussion Section

1. Work in groups and discuss what other preparations you can make for writing the results and discussion section of your research paper. (*Open-ended*)
2. Discuss the following questions with your classmates.
 - 1) Which do you think is the most important move when outlining the results and discussion section? Why? (*Open-ended*)
 - 2) What attention should be paid to the language style when writing the results and discussion section? (*Open-ended*)

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The 12th Week

☐ 1 Exercises of Unit 5 (Do it Yourself)

☐ 2 Sample Reading of Unit 6 (pp. 96 - 97)

☐ 3 Methodology Section of the term paper

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

☐☐☐

For Everyone

For Each Group

Thanks

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