

# *Scientific Papers and Presentations*

*World Economy*  
*Fundamental Economics*  
*Economic Policy*  
*Analysis of Data in Economics*  
 Workshop “English for Professional Communication”  
*Advanced*  
*Autumn 2020 – 108 hours*  
*1 trimester*

Instructor: associate prof. \_\_\_\_\_

Contact hours: \_\_\_\_\_

September, 7 4 hours workshop	<ul style="list-style-type: none"> <li>– Presentation of the course</li> <li>– Research Project</li> </ul>
September, 14 4 hours workshop	<ul style="list-style-type: none"> <li>– Definition of the research project subject</li> <li>– The list of chosen <i>aspects</i> of the Research Project</li> <li>– Selection of materials for the Research Project</li> </ul>
September, 21 4 hours tutorial teams	<ul style="list-style-type: none"> <li>– Preparation of the <i>list of literature</i> on every aspect</li> <li>– Writing the draft of rationale on every aspect of the Research Project</li> <li>– Discussion of draft <i>rationales</i> on the chosen aspects</li> <li>– Writing the draft of the rationale on the Research Project</li> </ul>
September, 28 self-study	<ul style="list-style-type: none"> <li>– Selection of materials for the Research Project</li> <li>– Writing the final version of the rationale on the Research Project</li> <li>– Draft of the list of literature</li> <li>– Drafts of abstracts ( 3 abstracts)</li> </ul>
October, 5 4 hours tutorial teams	<ul style="list-style-type: none"> <li>– Analysis of abstracts’ drafts</li> <li>– Analysis of the final version of the rationale on the Research Project</li> </ul>
October, 12 4 hours workshop	<p><i>Produce by this date:</i></p> <ul style="list-style-type: none"> <li>– List of literature (min. 500 pages of publications)</li> <li>– Rationale of the chosen aspect of the Research Project and final rationale of the team (1 page in print)</li> </ul> <p><i>Present orally:</i></p> <ul style="list-style-type: none"> <li>– The chosen subject of the Research Project (Project Manager)</li> <li>– Major aspects of Research Project (max. 20 minutes for each team )</li> </ul>
October, 19 4 hours tutorial teams	<p><i>Produce by this date:</i></p> <ul style="list-style-type: none"> <li>– Abstracts and the list of quotations on each item of selected literature on individual aspects of the Research Project followed by the critical analysis</li> <li>– Project Glossary</li> </ul> <p><i>For reference:</i> Клейменова Е.П., Кулик Л.В., English for Senior Students of Economics</p>

October, 26 4 hours tutorial teams	<p><i>Produce by this date:</i></p> <ul style="list-style-type: none"> <li>- Final versions of 6 abstracts and the list of quotations on each item of selected literature on individual aspects of the Research Project followed by the critical analysis</li> <li>- Project Glossary</li> </ul> <p><i>For reference:</i> Клейменова Е.П., Кулик Л.В., English for Senior Students of Economics</p>
November, 2 tutorial	Writing <i>Team Research Report</i> (draft, min. 20 pages, A4 format)
November, 9 4 hours tutorial teams	<p><i>Produce by this date:</i></p> <p><i>Team Research Report</i> (final version, min. 20 pages, A4 format)</p> <ul style="list-style-type: none"> <li>- <i>Instructor's analysis and assessment of the Research Report</i></li> <li>- <i>Analysis of the drafts of presentations</i></li> </ul>
November, 16 4 hours workshop	<p>Produce by this date: <i>Team Research Report</i> ( final version)</p> <p>Workshop on Presentation Skills</p> <ul style="list-style-type: none"> <li>- Mastering the strategy of presentations</li> <li>- Mastering the language of presentations</li> </ul>
November, 23 4 hours workshop	<p>Workshop on Presentation skills</p> <ul style="list-style-type: none"> <li>- Drafts of presentations</li> <li>- Visual aids ( 3-4 for each aspects)</li> </ul>
November, 30 4 hours workshop	<p>Research Project</p> <ul style="list-style-type: none"> <li>- Dress rehearsal of presentations</li> </ul>
December, 7 4 hours Final Exam	<p>Research Project</p> <ul style="list-style-type: none"> <li>- <i>Demonstration of the best presentation strategy</i></li> </ul>

*World Economy*  
*Fundamental Economics*  
*Economic Policy*  
*Analysis of Data in Economics*  
 Workshop “English for Professional Communication”  
*Upper Intermediate*  
*Autumn 2020 - 108 hours*  
*I trimester*

Instructor: \_\_\_\_\_

Contact hours: \_\_\_\_\_

September, 7 4 hours Workshop	Presentation of the course Step I. Basic tools of analysis Subject: Global Economic Prospects A Crisis Like No Other, An Uncertain Recovery RUSSIA: RECESSION AND GROWTH UNDER THE SHADOW OF A PANDEMIC <i>Language focus:</i> text analysis, skimming, scanning, academic paragraph, glossary, abstract, précis <i>Types of analysis:</i> commentaries; discussion.
September, 14 4 hours Workshop	A Crisis Like No Other, An Uncertain Recovery RUSSIA: RECESSION AND GROWTH UNDER THE SHADOW OF A PANDEMIC Text analysis (glossary, abstract, précis) <i>For reference:</i> Клейменова Е.П., Кулик Л.В., Артеменко Т.В. Professional Discourse in Economics Клейменова Е.П., Кулик Л.В., English for Senior Students of Economics
September, 21 4 hours tutorial	A Crisis Like No Other, An Uncertain Recovery RUSSIA: RECESSION AND GROWTH UNDER THE SHADOW OF A PANDEMIC  Analysis and critical assessment of abstracts
September, 28 self-study на сл стр	<ul style="list-style-type: none"> <li>- formation of teams according to research interests</li> <li>- selection of publications for panel discussions and the Research Project</li> </ul>
October, 5 4 hours workshop	A Crisis Like No Other, An Uncertain Recovery RUSSIA: RECESSION AND GROWTH UNDER THE SHADOW OF A PANDEMIC Analysis and critical assessment of abstracts
October, 12 4 hours tutorial	<i>Produce by this date:</i> <ul style="list-style-type: none"> <li>- List of literature (min. 500 pages of publications) according to the chosen aspect of the Research Project (including panel discussions)</li> <li>- Abstracts on selected literature on individual aspects of panel discussions and the Research Project. Critical analysis of the literature</li> </ul>

<p>October, 19 4 hours tutorial teams 1-2</p>	<p><i>Produce by this date:</i></p> <ul style="list-style-type: none"> <li>- Analysis of detailed plans of the Reports for the panel discussion (reports should be submitted by each team to the instructor)</li> </ul> <p>Step II. Panel Discussion</p> <p><i>Language focus:</i> panel discussion skills, presentation skills, the language of panel discussions and presentation</p> <p><i>Procedure of panel discussion:</i> formulating agenda, appointing the chairman, making up a list of speakers</p>
<p>October, 2 4 hours tutorial teams 3-4</p>	<p><i>Produce by this date:</i></p> <ul style="list-style-type: none"> <li>- Analysis of detailed plans of the Reports for the panel discussion (reports should be submitted by each team to the instructor)</li> </ul> <p>Step II. Panel Discussion</p> <p><i>Language focus:</i> panel discussion skills, presentation skills, the language of panel discussions and presentation</p> <p><i>Procedure of panel discussion:</i> formulating agenda, appointing the chairman, making up a list of speakers</p>
<p>November, 2 4 hours tutorial</p>	<p><i>Preparation for the coming round-table discussion:</i></p> <ul style="list-style-type: none"> <li>- Mastering the language of panel discussions</li> <li>- Mastering the strategy of panel discussions</li> <li>- Working on technical details</li> </ul>
<p>November, 9 4 hours tutorial teams 1-2</p>	<p><i>Produce by this date:</i></p> <ul style="list-style-type: none"> <li>- Detailed plans of the panel discussion procedure (subject-matter, agenda, thematic glossary, selected clichés for panel discussions, timing)</li> </ul>
<p>November, 16 4 hours tutorial teams 3-4</p>	<p><i>Produce by this date:</i></p> <ul style="list-style-type: none"> <li>- Detailed plans of the panel discussion (subject-matter, agenda, thematic glossary, selected clichés for panel discussions, timing)</li> </ul>
<p>November, 23 workshop all teams</p>	<p><i>The Art of Panel Discussions and Presentations</i></p> <ul style="list-style-type: none"> <li>- Presentation of reports</li> <li>- Question session</li> <li>- Concluding statements</li> </ul> <p>Analysis and assessment of each team performance</p>
<p>November, 30 4 hours workshop all teams</p>	<p><i>The Art of Panel Discussions and Presentations</i></p> <ul style="list-style-type: none"> <li>- Presentation of reports</li> <li>- Question session</li> <li>- Concluding statements</li> </ul> <p>Analysis and assessment of each team performance</p>
<p>December, 7 4 hours</p>	<p><i>Final exam</i></p> <ul style="list-style-type: none"> <li>- Written translation of an English authentic text on economics</li> </ul>

	<ul style="list-style-type: none"> <li>- Critical assessment of an English text on economics (orally)</li> <li>- Presentation of Research Project (3-min. talk)</li> </ul>
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### **Research Project: scores**

<b>Tasks</b>	<b>Scores</b>
<b>Rationale ( 1 page in print)</b>	<b>15</b>
<b>List of literature ( min. 500 pages)</b>	<b>15</b>
<b>Abstracts</b>	<b>25</b>
<b>Glossary ( min. 200 items)</b>	<b>20</b>
<b>Project ( min. 20 pages)</b>	<b>45</b>
<b>Presentation of the Project ( max.15 min.)</b>	<b>30</b>
<b>Total</b>	<b>150</b>

## Supplement

### 1

#### ***Definition of 'rationale' (Random House Webster's College Dictionary)***

1. (n.) rationale  
the fundamental reason or reasons serving to account for something.
2. rationale  
a statement of reasons or principles.

#### ***Definition of 'rationale' (Princeton's WordNet)***

1. (noun) rationale, principle  
(law) an explanation of the fundamental reasons (especially an explanation of the working of some device in terms of laws of nature)  
*"the rationale for capital punishment"; "the principles of internal-combustion engines"*

#### ***Definition of 'rationale' (Webster Dictionary)***

1. (adj) rationale  
an explanation or exposition of the principles of some opinion, action, hypothesis, phenomenon, or the like; also, the principles themselves

#### ***'rationale' - Nearby Entries***

ratio rationative rationator rational rationale rationalisation rationalise away

### 2

## **IMPORTANCE OF A WELL FOUNDED RATIONALE FOR A RESEARCH PROPOSAL**

The rationale of your research proposal determines the actualization of your research paper. It is not only made because it is required for a research proposal. The rationale shows how well you really know and understand your subject matter: It dictates if your subject matter is important or inconsequential.

Your rationale should be your guiding point throughout your research. When your rationale is not clear, it is evident that you are not doing your research studiously. Maybe you don't understand your topic, or you have just misjudged it. There are some instances, too, that the topic is played down or embellished. It is apparent that these kinds of rationales are not based from facts and are groundless. It is very important to have a rationale so as to keep the objectivity of your research.

You can regard a research proposal plausible or reasonable if there is active participation of the researcher. What you should focus on first is to determine the very intention and what will be the subject of your research. If you have decided on this, the rest will just follow. With this, you can just easily communicate to those who will assess your proposal, what you wish to point out. It is a given that you will not be able to explain your subject matter satisfactorily to others if you don't even understand it yourself.

By being specific and focused, you are able to have a good rationale. If can't still get it, you can obtain professional help from various dissertation writing companies. The next step after this is to put all those bright ideas into writing. Ideas or concepts are just equally useless if it will not be materialized. In writing your goals and objectives, you should follow the instructions given to you by the panel. In addition, they should be written in a concise but clear manner. Salient points in your goals and objectives can be explained further by defining them. Grammatical flaws should be

avoided at all times. A hypothesis is a statement that includes the subject matter and rationalization of your study. All throughout your paper, a single focal hypothesis should be maintained. This is a written overriding subject of your research. You have to keep in mind that your focal hypothesis should correlate with your established goals.

It is essential that you have a broad knowledge of your *topic*. In order to come up with the best rationale for your research proposal, you need to read different sources such as books, magazines, articles, newspapers, and journals. Having a solid foundation will give you better grounds for your research. To have a good background about the theory covered by your research, you need to look into a minimum of six to eight sources with a word count of at least 800. A research proposal is not created out of sand and is not created by mere imaginations. It is not written to just persuade others but to give possible improvements on knowledge in the future.

### **The Determinant Research Proposal Rationale**

Your research proposal rationale reflects your cognition realities, your comprehension status, and your level of knowledge in regard to the topic that you are going to research. This rationale is not only necessary for the proposal, but can also decide your overall success or failure of the project. Therefore, it should be maintained throughout your project. This is something which may determine your seriousness or triviality about the topic. The lack of this rationale will reveal the degree of exaggeration, misconception, misleading notion, illusive thinking, underestimation, confusions, and/or illogical thoughts. In short, the rationale is necessary for a balanced research proposal; otherwise, your proposal will turn out to have been marked by irrationality. DissertationService.co.uk will provide you some nicely prepared research proposal examples that can illuminate the role of the rationale during the making of the research proposal.

- A balanced research proposal with convincible, believable, or acceptable viewpoint requires your true involvement. For this, first, you should clear up your mind about two things—the purpose of your research and the object you are going to test. With this clearness, you should be able to convey your issues to the panel that will be judging your proposal. If you can do this, your paper will meet the required research proposal rationale. Remember, you will not be able to convey other people if you cannot understand the issue yourself. You should look for the dissertation help if you think you lack the rational thinking.

- Once the issues are clear in your mind, the next essential step will be to correctly convert your thoughts on your paper in a written form. It is equally useless if only your mind understands but your pen does not work. The aims of your papers must be well- expressed in good written language through necessary definitions and brief explanation. Similarly, your objectives must comply with the guidelines set by your panel.

- Moreover, your paper should contain a central hypothesis—meaning the concisely written expression of your central theme—necessarily associated with your aims in a direct manner. The hypothesis should include your main question or argument in regard to your research.

- For the sake of your research proposal rationale, providing a nice study background is beneficial. And, for this your will need to undergo all possible preliminary readings about your topic; this will enhance your current state of knowledge.

- Your research proposal is a pre-project document written in a convincing style. But, this also does not mean that you should try to convince something which is a simple product of your mind or purely imaginary conception. This study background should be granted 6 to 8 references with sufficient word count, say 800 words. Interestingly, your references must also be rational in terms of their relevance to your topic. Remember that incorrect information and/or much broader treatment will work against your research proposal rationale. The matter of rationale can be more illustrative when you view one or more excellent research proposal examples. A visual example may prove to be much better than any written or spoken explanation.

## SELECTING AND EVALUATING THE LITERATURE

### Sources to Use

With the plethora of information available on any subject, it is vital that you select the sources that are relevant to your specific topic and reject the irrelevant or inappropriate. You will want to read completely all sources that are closely associated with your study. However, you will retrieve numerous references that are not so important to you, but you won't know that they are not until you scrutinize them. Develop a method for saving time and finding out whether you should read the entire article. If the title appears pertinent, read the abstract. If that still indicates information that may be helpful to you, read the conclusions and look at relevant data in any tables and figures or at a method that may be pertinent to your research. By the time you have done those things, you should know whether to read the entire article. Using this technique to screen articles can save you some time. But when you decide to cite a reference, you need to be thoroughly familiar with all that the authors are saying. Misquoting or taking a finding out of context can constitute an inexcusable inaccuracy.

Although it is often difficult to be selective, every reference you use should be credible and relevant to your own work. The literature may be relevant if it serves as a historical background to establish the position of your research in a larger framework or if it teaches you a new method or gives you new ideas to pursue in accomplishing your own objectives. It may illustrate or justify a specific point you make in your work, or it may support a result you find, a method you use, or a conclusion you reach. Include the citations that disagree with results from your own research. Determine why other researchers got different results and report the differences. An unbiased, comprehensive discussion of the literature will increase your own credibility.

### Evaluating Sources

After you have collected all the literature you can find that is relevant to your study, you need to determine whether each source is an appropriate, credible reference for your literature review. How appropriate it is will depend upon how valuable the reference is relative to your audience and your objectives. Credibility or reliability of the source depends on the author, the publisher, and their purpose in publishing. Credibility is important no matter where you acquire a reference, but be especially cautious of information from the Internet. Consider the following points and the discussion of the numbered points that follows relative to each item you have collected no matter what the source is.

#### Selecting and Evaluating the Literature

##### Judging Relevance and Credibility of Scientific Literature

1. Is the source useful for supporting or describing your objectives?
  2. Is the date of publication timely and relevant to your topic?
  3. What are the credentials of the author?
  4. Who is the publisher? Was the document reviewed before publication?
  5. Is the language unbiased and objective?
  6. If it is a report or review about scientific research,
    - a. is appropriate literature cited?
    - b. are the methods scientifically sound?
    - c. are the data objectively interpreted?
  7. If it is an electronic source,
    - a. who is responsible for the publication?
    - b. does it have links to other credible sources?
    - c. which domain is used for access?
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1. The source is useful only if it fits your topic, but it does not have to agree with your hypothesis or with the results of your study. It is as important to show, information about research that has



found results contrary to yours as it is to show that which supports yours. What you want to eliminate is any literature that is just remotely related and not strictly relevant to your topic or any that is not reliable.

2. The date when the document was written or published is important. For the most part, you should include the most recent literature with the latest findings about a scientific issue. However, don't discredit work that was done years ago? For some subjects; studies from 50 or more years ago may reveal findings that are important to your topic. Timeliness of the literature depends on the subject itself and whether you are doing a historical review of the literature. For example, studies on transgenic plants were not likely done 50 years ago, but work on plant identification was and may be important in a study describing or naming species.

3. The author does not have to be a renowned scientist. Good work is done by junior scientists and graduate students. But check the affiliation of the authors. Are they associated with a university or a reputable agency that does unbiased work? Scientists associated with for-profit organizations or special interest groups can also be unbiased, but they likely favor the group that supports them.

Your graduate school, department, advisor, or granting agency may suggest a format or outline, but often you will have to devise your own organization. You can write a successful proposal by considering the characteristics common: to all and by setting up an organization that will best convey those characteristics to your particular audience. Remember that communication is essentially a question/answer process. Producing a successful proposal requires knowing what questions your audience will ask and answering them effectively. In other words, first consider your audience and the following criteria that will be used to judge your proposal:

1. Originality and scientific merit or benefit to the grantor
2. Importance to the discipline or the immediate problem
3. Feasibility
4. Rationale and methodology
5. Ability and experience of the investigators
6. Budget, facilities, and time required
7. Appearance and adherence to guidelines

Your proposal should answer several questions about a specific subject. Is it worthwhile? What are the chances of success? Are the investigators qualified to do tire work? What benefits will be derived? Are the expenditures of time and money: realistic? The answers to such questions constitute the rationale or justification" that serves as the basis for both the proposal and fire subsequent research.

Initially, as a graduate student, be sure the topic, your research question or hypothesis, and the objectives are absolutely clear to you and that your advisor approves. Once you have identified the questions you are expected to answer or the objectives you plan to pursue, you ate ready to decide what sections to' set up to accommodate those answers. Almost any proposal will include at least: the first six of the following conventional parts:

1. Title page and executive summary or abstract
2. Purpose or hypothesis and specific objectives
3. Discussion of significance or need (justification)
4. Review of work done or being done (literature)
5. Materials and methods
6. Discussion of possible outcomes (conclusions)
7. Time frame, budget, and biography of investigator(s)

This list is not an organizational outline but a mere listing of what you should include. With these, parts in mind, you can begin to set up an outline for yourself or follow the format imposed by your committee or granting agency. The best organization for one proposal may not be the best for another. You may begin with a discussion of the need for the research rather than with your hypothesis; you can even discuss possible outcomes in the introduction. You could start with a list of objectives and then build a case for pursuing them. A proposal for a graduate

students research may require a far more comprehensive literature review than the grant proposals would permit. However, you may not need the budget, time frame, and biography. You and your advisor or committee will have considered those questions relative to your program. But you should become familiar with the format that requires these inclusions because they can be crucial for a proposal written to acquire grant funds in your future. Regardless of what format you use, you should include the following arts in whatever sequence concurs with your guidelines.

### **Title and Title Page**

The title should identify the specific subject in as few words as possible. It should 'act attention to the hypothesis and clearly reflect the objectives of the proposal, 'rite a working title before you write the proposal to give yourself a succinct, clear focus; then write the executive summary. When you have completed the proposal, scrutinize the title and executive summary carefully and rewrite them needed. They are the crucial first impression you make on reviewers of your proposal. In the title, use only key words and avoid generalities or abstractions such as "A proposed study of the...." We already know it is a proposal. |The title page is also an important first impression. Be sure it is neat. In addition to a carefully worded title, this page will name the principal investigators and authors and give their addresses, the date of submission, and the committee or agency to which the document is submitted, Many formats for grant proposals also require that the title page include information on the amount of funding requested and the time frame in which the work will be done.

### **Executive Summary or Abstract**

For the grant proposal, the executive summary or abstract is the most important impression you make beyond the title page. Make it concise but compelling. The difference in this summary for a proposal and an informative abstract written for journal publication is that complete results cannot be included. This omission allows more space for justifications and methods. Begin with a sentence or two of justification followed by the objectives, a concise statement of the methods, and then the conclusions to reiterate justifications and emphasize benefits. Be sure your summary or abstract is well worded and establishes the credibility of the proposal and the investigators.

### **Introduction**

The organization of the introduction will differ depending on the audience and the development of the full proposal. Whatever form it takes, it should immediately show the reader the subject to be investigated and give rationale for pursuing the research. By way of identifying the relative scientific merit of the research and justifying its pursuit, the introduction may include some literature review and statement of benefits. It should include encompass and suggest the scope of the proposed research. Above all, it should define the hypothesis and list the objectives.

Don't let the word hypothesis disturb you. As used here, the word simply refers to the proposition, the purpose of the study, the assumption you expect to prove, the question to be answered with the research, or the problem to be solved. It points toward what ideas can be credited or discredited when tire objectives are satisfied. The objectives are specific goals. They should encompass the aims of the research, yet be brief, precise, and limited in number and scope. Trying to include too many primary and secondary objectives can obscure the focus of your proposal for you and for those who review it.

### **Justification**

Justification, or rationale, is the key word around which a proposal is built. It is the basic criterion by which the final proposal is judged. Justification permeates die entire proposal from the tide to the conclusions with approval for approval and with evidence that the proposition should be pursued. Whether or not a specific section is given this headnote, be sure that all sections contribute

to the rationale that justifies the time, effort, money, and other support necessary to accomplish your objectives.

### **The Proposal**

Justification outlines what can and should be done to accomplish beneficial outcomes. It shows how the methods can accommodate the objectives and how satisfying each objective will help to achieve the final goal. Justification describes the importance of your research to science and to the application of science. You can also justify your project in terms of its timeliness and economic significance as well as your own ability and access to resources to accomplish meaningful objectives. Whether it is a section unto itself or an integral part of all sections in the proposal format, the justification will be based upon the following:

1. Reason and logic
2. Preliminary research
3. Scientific principles
4. Previous research (literature)
5. Feasibility of methods
6. Use of or benefit from the results

### **Literature Review**

The literature review should consist of a summary of ideas pertinent to your research. It can review the history of your subject or the present state of the art; it ought to consider any controversies surrounding a question or gaps in available information that you intend to fill with your research; it may introduce methods that will make your work possible. Whatever land of support it gives your proposal, a good literature review can establish your credibility and your chances for having a proposal accepted by illustrating that you know what has been done, what is being done, and what needs to be done in an area. You should cite work being done and recent publications from other institutions as well as from your own to establish the relationship between your proposed research and that of others. Be sure that all discussion is relevant to the specific objectives and the general hypothesis. For most proposals, keep all sections, including the literature review, brief to hold the reader's attention to your objectives. Some advisors expect a lengthy review of the literature in a graduate proposal because they want you to study your subject extensively to understand your own research better. The literature review may not be a section in itself but a part of the introduction and included as citations appropriately placed in methods or discussion and conclusions.

### **Methods**

In the review of literature or in the methods section, you will increase your credibility if you point out methods that you or other researchers have used with or without success. The methods section, often called "plan of operation," "materials and methods," or "experimental procedures," is the very foundation of the scientific merit and feasibility of the work. To convince your audience that your plan is feasible and to serve you in pursuing tire research, the methods section should outline the working plans in as much detail as possible. Include information on materials, sampling, analysis, data, and even people you will need to work with; steps you will take in conducting the research; data you will collect; and how you will analyze and use the data collected. Describe any limitations or potential problems you may encounter and tell how you will address them. Procedures should, generally follow the same order as the objectives and show how each objective will be attained.

### **Conclusions**

Although you may have no results and little discussion beyond that described in previous sections, it is important to reemphasize objectives, summarize points in the justification, and draw the reader back to tire research question, the hypothesis, and the objectives. Your conclusions will

summarize points of justification and benefits to be derived. To further justify your proposal, this section can extend into proposed applications or future research beyond your own, but don't overdo this idea.

## References

The reference section is essential to your proposal. References with full titles indicate the extent, to which you have explored your subject and are helpful to reviewers in their considerations. Although' all important sources should be listed in your references and cited in the text, padding with citations only incidentally.

**Factors affecting ...**(TOPIC) have been studied by Smith (2003), Jones and Harrison (1997) and Davidson (1999). They made a number of findings ... (list of findings)...

Smith's study **focused on...**

Jones and Harrison, **by contrast**, were able to demonstrate that...  
The findings of Jones and Harrison support **earlier research** by Davidson (1999)...

Davidson (1999) **found** that...

**A more theoretical approach** has been taken by several researchers using a (THEORETICAL STANCE) perspective. This has resulted in...

**For example**, Franks (2001) applied the.... Theory to... and demonstrated that...

**Similarly**, Brown's research (2001), using a... perspective, suggests that...

Research in this area, **therefore**, provides some mixed results. **Firstly**, it has been shown that...**More recent** research, **however**, has indicated...

## ABSTRACTS SAMPLE

### Abstract 1

Laurie J. Kirsch (Katz Graduate School of Business, University of Pittsburgh, Pittsburgh, Pennsylvania 15260). The Management of Complex Tasks in Organizations: Controlling the Systems Development Process. *Organization Science*/Vol. 7, No. 1 (1996).

*Control theory attempts to explain how one person or group in an organization can ensure that another person or group works toward and attains a set of organizational goals. Prior empirical work investigating control theory has shown that characteristics of the task and of the organizational environment predict the use of various types of control. However, this paper argues that when control theory is applied to a complex, nonroutine task such as the management of information systems development, the theory of control is incomplete. In particular, it proposes that knowledge of the task is a key determinant of type of control.*

*Four modes of control (behavior, outcome, clan, and self) are identified from the organizational literature: each highlights different aspects of control in organizations. Building on prior empirical work, this paper integrates the different theoretical perspectives and predicts the circumstances under which each type of control will be implemented. Survey responses from 96 participants of 32 systems development efforts suggest that the extent to which behaviors are monitored interacts with the project sponsor's level of systems development knowledge to determine the amount of behavior control; that outcome control is a function of the extent to which the behaviors are monitored and outcomes are measurable; and that self-control is dependent on the extent to which outcomes are measurable and the level of the project sponsor's knowledge about systems development activities. No relationship between clan control and the independent variables was found.*

### Abstract 2\*

Vassilis M. Paridakis, Spyros Lioukas, David Chambers (London Business School, London U.K., Athens University of Economics and Business, Athens, Greece). Strategic Decisionmaking Processes: The Role of Management and Context *Strategic Management Journal*/Vol. 19 (1998).

*This paper investigates the relationship between the process of strategic decision-making and management and contextual factors. First, drawing on a sample of strategic decisions, it analyzes the process through which they are taken, into seven dimensions: comprehensiveness/rationality, financial reporting, rule formalization, hierarchical decentralization, lateral communication, politicization, problem-solving dissension. Second, these process dimensions are related to (1) decision-specific characteristics, both perceived characteristics and objective typologies of strategic decisions, (2) top management characteristics, and (3) contextual factors referring to external corporate environment and internal firm characteristics. Overall, the results support the view that strategic decision processes are shaped by a multiplicity of factors, in all these categories. But the most striking finding is that decision-specific characteristics appear to have the most important influence on the strategic decision-making process, as decisions with different decision-specific characteristics are handled through different processes. The evident dominance of decision-specific characteristics over management and contextual factors enriches the traditional 'external control' vs. 'strategic choice' debate in the area of strategic management. An interpretation of results is attempted and policy implications are derived.*

### **Abstract 3\***

Kathleen M. Sutcliffe, Gerry McNamara (Department of Organizational Behavior and Human Resource Management, The University of Michigan Business School, Ann Arbor, Michigan 48109-1234; Department of Management, Broad Graduate School of Management, Michigan State University, East Lansing, Michigan 48824-1122). Controlling Decision-Making Practice in Organizations. *Organization Science*/Vol. 12, No. 4 (2001).

*How are decision practices fostered in organizations and- how are they linked to decision outcomes? This study addresses these questions by examining one financial institution's' efforts to standardize and control decision making across geographically separated organizational units. We argue that decision-maker behavior is situated and is not simply a function of individual choice. Rather, in organizational settings decision-makers are subject to a hierarchy of influences that affect the decision processes they use and their resulting decision choices. To test our ideas, we examined 900 borrower "risk rating" decisions and found general support for our hypothesis. . Decision makers were more likely to use the prescribed practice when decisions were important, when the decision target was known, and when the decision maker was located in a larger subunit. Decision makers altered their decision practices in the short term, but in the long term they appeared to partially revert to their earlier practices. Reliance on prescribed practice fostered stability in decisions, but surprisingly appeared to negatively affect future judgments. The findings indicate that organizations can change more microaspects of decision making, but these changes may be transitory. Moreover the results suggest that decision makers may become complacent when they rely on prescribed decision practices, a tendency that can have untoward consequences for the organizations in which they are embedded.*

### **Abstract 4\***

Byron Sharp, Anne Sharp (Marketing Science Center, University of South Australia, City West, North Terrace, Adelaide 5000, Australia). Loyalty Programs and Their Impact on Repeat-purchase Loyalty Patterns. *International Journal of Research in Marketing* 14 (1997) 473-486.

*Loyalty programs are currently increasing in popularity around the world. This paper discusses the potential of loyalty programs to alter the normal market patterns of repeat-purchase behavior which characterize competitive repeat-purchase markets. In line with this thinking, a large scale loyalty program is evaluated in terms of its ability to change normal repeat-purchase patterns by generating 'excess loyalty' for brands in the program. Panel data were used to develop Dirichlet estimates of expected repeat-purchase loyalty statistics by brand. These estimates were compared with the observed market repeat-purchase behavior. Overall a trend towards a weak level of excess loyalty was observed, although the expected deviation was not consistently observed for all the loyalty program brands. Only two of the six loyalty program participant brands showed substantial excess loyalty deviation. However, these deviations in repeat-purchase loyalty were observed for non-members of the loyalty program as well as members and appear likely to be at least partially the result of other loyalty efforts particular to these brands.*

### **Abstract 5\***

Webster F.E., Jr. (1992). The Changing Role of Marketing in Corporation. *Journal of Marketing* 56 (4): 1-17.

*The purpose of this article is to outline both the intellectual and pragmatic roots of changes that are occurring in marketing, especially marketing management, as a body of knowledge, theory, and practice and to suggest the need for a new paradigm of the marketing function within the firm. First, the origins of the marketing management framework, the generally accepted paradigm of the marketing discipline for the past three decades, are considered. Then shifting managerial practice is examined, especially the dissolution of hierarchical bureaucratic structures in favor of networks of buyer-seller relationships and strategic alliances. Within those new forms of organization, the changing role of marketing is discussed and reconceptualization of marketing as a field of study and practice is outlined.*

### **Abstract 6\***

Hakansson H., Snehota I. (1994). No Business is an Island: The Network Concept of Business Strategy / Marketing Perspective.

*The aim of this article is to explore the contributions that could be made to the conceptual frame of reference for business strategy management by one of the research programs which focuses on the organization-environment interface, and to which a network approach has been applied. We start by examining some of the assumptions underlying the current "strategy management doctrine". The network model of the organization-environment interface is then reviewed and three central issues of the strategy management doctrine are discussed from the viewpoint of the network model: (1) organizational boundaries, (2) determinants of organizational effectiveness, and (3) the process of managing business strategy.*

*The conclusion reached is that in all three changes are required in the assumptions of the business strategy model. Our arguments stem from a basic proposition about situations described by the network model: continuous interaction with other parties constituting the context with which the organization interacts endows the organization with meaning and a role. When this proposition applies, any attempt to manage the behavior allocates and structures its internal resources towards the way it relates its own activities and resources to those of the other parties constituting its context. Such a shift in focus entails a somewhat different view of the meaning of organizational effectiveness: what does it depend on and how can it be managed?*

### **Abstract 7\***

Rodney E. Smith (University of Arkansas), William F. Wright (University of Waterloo). Determinants of Customer Loyalty and Financial Performance. *Journal of Management Accounting Research* 16 (2004) 183-205.

*Recent research in accounting advocates nonfinancial measures of company performance, such as customer satisfaction and loyalty, as useful indicators of aspects of firm performance. But what are the drivers of customer satisfaction and loyalty? We provide an integrated causal model of company performance in the personal computer (PC) industry that simultaneously tests links between product value attributes resulting from business process performance, customer loyalty, and financial outcomes. Our results extend prior accounting research (e.g. Banker et.al. 2000; Ittner and Larcker 1998) in two directions: (1) by explaining the determinants of customer loyalty, and (2) by clarifying the relation between customer loyalty and measures of financial performance. We report that product value attributes directly and differentially impact levels of customer loyalty as well as prevailing average selling prices. Furthermore, measures of customer loyalty explain levels of relative revenue growth and*

*profitability, and relatively high customer loyalty engenders a competitive advantage in the PC industry.*

**Abstract 8\*\***

James I. Nakamura (Columbia University). Meiji Land Reform, Redistribution of Income, and Saving from Agriculture.

*The article analyzes the land reform in Meiji period in Japan in 1873 and its influence on the Japanese economic restructure. The main purpose of the paper is to re-examine saving from the agricultural sector. More specifically, what is proposed here is to study a previously unnoted source of saving from agriculture. The argument which is presented in this paper can be summarized as follows. The production of a substantial surplus above subsistence in the agricultural sector at the beginning of Meiji period made possible a radical redistribution of income through changes instituted by the Meiji Land reform. Thus the main conclusion of the research is that the contribution to saving gave the government the opportunity to obtain a new source of revenue which turned out to be the main one for the economic and social transformation of Japan without raising loans abroad. The main advantage of the paper is that the author clearly shows the scheme of calculating the imposed real tax rates, income and saving sharing. The conclusions differ greatly from the research papers which were published before.*

**Abstract 9\*\***

Wendy Carlin (University College London). From Theory into Practice? Restructuring and Dynamism in Transition Economics.

*The paper draws on microeconomic, industry-level and macroeconomic evidence to investigate the mechanisms of enterprise restructuring in transition economies, its outcomes in terms of industry-level export performance and its interaction with macroeconomic policy and constraints. The aim is to throw light on the process by which catch-up is taking place in the leading transition economies. The author starts the research at the micro level and finds that institutional changes have produced improvements in performance more or less in line with theoretical predictions. Variation in the extent of policy changes helps to account for cross-country differences in restructuring behavior. In the leading transition countries where growth has been under way for a number of years, many features of the enterprise sector differentiate it from that of an advanced market economy. The author gives some clues to the puzzles which are set in the transformation economies but still a lot of questions remained unsolved.*

**Abstract 10\***

North D.C. (Princeton and Oxford: Princeton University Press, 2005). Understanding the Process of Economic Change.

*The central focus of the study is the deliberate effort of human beings to control their environment. Therefore, priority is given to institutional change with the consequent incentive implications for demographic and stock of knowledge changes, but there is no implication that such an approach deals with the latter two. It is also a study of the perceptions that induce institutional innovation intended to reduce uncertainty or convert uncertainty into risk. Another point which is analyzed in the study is a continually changing human landscape. This landscape poses new challenges, as a consequence of which policies emanating from 'non-rational' explanations frequently play apart in the structures we create. The main advantage of the research is that the author applies the analytical framework in order to provide a deeper understanding of the process of change, both historical and contemporary.*



5

CLICHES AND PHRASES FOR ABSTRACTS

1. The general characteristics of the work (article, chapter of the book, paper, etc.)

<p>The author</p> <p>The book The monograph under review The survey</p> <p>The publication The article The present study A detailed research</p> <p>A similar work A comprehensive research</p>	<p>Studies analyses . considers outlines tackles contains concerns presents focuses on (is focused on, concentrates on) reveals points out treats was made by... has been carried out is under way now was undertaken recently</p>	<p>the nature and origins of the problems problem topics such as ... the problem of inflation a factual description of... the most up-to-date information on ... a refined analysis of... the new trends in ... the problem of..., that... the opinion ...</p>
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2. Aims and objectives

<p>The main principal chief primary The particular special The central</p>	<p>aim objective purpose task stress concern thesis</p>	<p>of the book of the paper of the article in the work of the discussion advanced in the publication</p>	<p>is ... is put on ... is ... is ...</p>
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3. The structure of the work

<p>the book the article the publication In the first part (chapter, section) of the book In conclusion the article reads that...</p>	<p>is divided into ... consists of... falls into ... effort is undertaken attention is paid emphasis is given</p>	<p>several parts an introduction a survey of... a conclusion emphasizing that... to examine the analysis of... to functioning of... to the importance of...</p>
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4. **THEORETICAL BASIS AND METHODOLOGY**

<p>The publication The present The above mentioned This well-known The theory The main, chief, basic, underlying, principle The modern, proposed The applied The basic idea of The method, approach</p>	<p>Is based on (rests on) theory formulates explains treats method technique provides an answer to</p>	<p>the supposition that... the concept that... the conclusions made by ... the results achieved by ... was thoroughly (in detail) worked out in ... has been put forward (proposed, advanced) by ... is widely applied was employed (used) has been developed has thrown light on ... consists in ... ( of)</p>
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5. Essential aspects of the work

<p>New similar fundamental original</p>	<p>ideas</p>	<p>were advanced (were put forward) by ... analyzed (treated) in the article are ... developed by ... have been extended and illustrated by ...</p>
<p>The central fundamental most important</p>	<p>problem</p>	<p>is stated as follows: ...</p>
<p>An entirely new the key, the main</p>	<p>problem</p>	<p>is addressed is far from an exact solution at the present time since ... is worth investigating</p>
<p>The available the provided further detailed valuable</p>	<p>information</p>	<p>was obtained through ... concerning (regarding) the results of the analysis Should be carefully handled (with the help of...)</p>

7. The results of the work

Preliminary Exact Similar Final Contradictory Convincing		
The author	comes to a conclusion (makes a conclusion, reaches a conclusion) that...	
The study	reveals	<p>some</p> <p>a slight</p> <p>a great</p> <p>a full</p> <p>a striking</p> <p>a certain</p>
In conclusion	<p>the article summarizes principles, approaches, techniques</p> <p>it may be stated that...</p> <p>it should be noted that...</p>	

8. The assessment of the work

Positive assessment

<p>The (present) book</p> <p>paper</p> <p>article</p> <p>publication</p> <p>presentation</p>	<p>is a substantial comparative analysis of...</p> <p>is a useful backdrop to those interested in ...</p> <p>is clearly and logically developed</p> <p>is well-organized</p> <p>is a comprehensive view concerning the problems ...</p> <p>is an important contribution to a complete understanding of..</p>
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Negative assessment

The author(s)	failed to .
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The paper The survey The study	failed to... seem(s) to fall into two errors that arise from lacks the definition of... is far from being comprehensive, yet... seems to be lacking in supporting examples
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## 6

### BASIC PRINCIPLES OF THE RESEARCH REPORT

Formal outline in research report:

#### **Summary or abstract**

It gives the substance of the report in a nutshell.

#### **The Introduction**

What question is investigated and why? The method / procedures used

What was done to carry out the analysis (to answer the question)?

#### **The main part of the report**

Information input, consideration, discussion, possible courses of action, assessment of advantages and disadvantages.

#### **Conclusions/Recommendations**

What are the main implications of the research?

#### **Bibliography or references**

#### **Major Steps to Write a Research Report**

##### **1. Define your audience.**

How much do they already know about the subject?

##### **2. Define your objective.**

What is the thesis statement you want to bring home to your readers? Formulate it right in the introduction.

##### **3. Find sources and limit your subject List and gist**

How much of information is essential?

##### **4. Plan the content and the structure.**

How many points should be developed to substantiate the thesis? Which facts, quotations, statistics are essential and under which point? How transparent and logical is the structure?

##### **5. Formulate the topic of each passage.**

To what extent and how does the topic sentence of each paragraph support and develop the thesis statement?

##### **6. Write the first draft.**

##### **7. Proofread the first draft**

Is there anything that may be added or deleted?

##### **8. Check your footnotes.**

##### **9. Write the final draft**

#### **Language and Style Checklist**

Use vocabulary appropriate for formal style.

Use transparent sentence structures.

Use idiomatic expressions appropriate for scientific style.

Make your spelling consistent — either with British or American variant.

Use connectives to help readers with the relationships between ideas and structure of the text.

## WRITING A RESEARCH PAPER

This page lists some of the stages involved in writing a library-based research paper.

Although this list suggests that there is a simple, linear process to writing such a paper, the actual process of writing a research paper is often a messy and recursive one, so please use this outline as a flexible guide.

- 1. Discovering, Narrowing, and Focusing a Researchable Topic**
- 2. Finding, Selecting, and Reading Sources**
- 3. Grouping, Sequencing, and Documenting Information**
- 4. Writing an Outline and a Prospectus for Yourself .**
- 5. Writing the Introduction**
- 6. Writing the Body**
- 7. Writing the Conclusion**
- 8. Revising the Final Draft**

### **Discovering, Narrowing, and Focusing a Researchable Topic**

- . Try to find a topic that truly interests you
- Try writing your way to a topic
- Talk with your course instructor and classmates about your topic
- Pose your topic as a question to be answered or a problem to be solved

### **Finding, Selecting, and Reading Sources**

You will need to look at the following types of sources:

- library catalog, periodical indexes, bibliographies, suggestions from your instructor
- primary vs. secondary sources
- journals, books, other documents

### **Grouping, Sequencing, and Documenting Information**

The following systems will help keep you organized:

- a system for noting sources on bibliography cards
- a system for organizing material according to its relative importance
- a system for taking notes

### **Writing an Outline and a Prospectus for Yourself**

Consider the following questions:

- What is the topic?
- Why is it significant?
- \* What background material is relevant?
- What is my thesis or purpose statement?
- What organizational plan will best support my purpose?

### **Writing the Introduction**

In the introduction you will, need to do the following things:

- present relevant background or contextual material
- define terms or concepts when necessary
- explain the focus of the paper and your specific purpose.
- reveal your plan of organization

### **Writing the Body**

- Use your (outline and prospectus as flexible guides .
- Build your essay around points you want to make (i.e., don't let your sources organize your paper)
- Integrate your sources into your discussion
- Summarize, analyze, explain, and evaluate published work rather than merely reporting it

- Move up and down the "ladder of abstraction" from generalization to varying levels of detail back to generalization

### **Writing the Conclusion**

- If the argument or point of your paper is complex, you may need to summarize the argument for your reader.
- If prior to your conclusion you have not yet explained the significance of your findings or if you are proceeding inductively use the end of your paper to add your points up, to explain their significance.
- Move from a detailed to a general level of consideration that returns the topic to the context provided by the introduction.
- Perhaps suggest what about this topic needs further research.

### **Revising the Final Draft**

- Check overall organization: logical flow of introduction, coherence and depth of discussion in body, effectiveness of conclusion.
- • Paragraph level concerns: topic sentences, sequence of ideas within paragraphs, use of details to support generalizations, summary sentences where necessary use of transitions within and between paragraphs.
- Sentence level concerns: sentence structure, word choices, punctuation, spelling.
- Documentation: consistent use of one system, citation of all material not considered common knowledge, appropriate use of endnotes or footnotes, accuracy of list of works cited.

### **How to Write a Research Project Report**

The research report is a very important document because it summarizes and conveys all of the work you completed in a research project. That is, you could put hundreds of hours of work into the research project, but if you don't convey the correct information in the report, your audience may not fully understand the implications of your ' research. In most fields, research reports are presented in four distinct sections: introduction, methods, results and discussion.

#### **Instructions**

1. Begin the report by writing the introduction section. This is an important section because it presents the overall topic, research questions and anticipated results of the research project.
2. Include a literature review in the introduction. Depending on your field, the length of this review may vary. However, you'll want to include previous studies that have attempted to answer similar research questions. Then, you'll want to either extend work of previous studies, or fill a gap that hasn't been discussed in previous studies.
3. Write a methods section. After reading this section, your readers should be able to conduct an identical study if they wanted to. You may want to split the methods into subsections. For example, you can have a methods section with the following subsections:
  - Data
  - Data Collection Protocol
  - Statistical Analysis
4. Present the results of your research project. If possible, walk the reader through each research question and answer the question using the findings of your study. Results can have some analysis, but typically, the results section is objective. That is, you'll want to present the results and refrain from too much interjection or explanation.
5. Write the discussion section. This section can be more subjective and should include explanations for the results. Point out any outliers or anomalies in the findings and explain them. Include the significance your findings might have on your field of study.
6. Conclude with limitations of the study and directions for future research. Including limitations shows the reader that you understand the complexities of your research.

## **Writing the introduction**

In the introduction, you should:

1. Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.
2. Point out overall trends in what has been published about the topic; or conflicts in theory, methodology, evidence, and conclusions; or gaps in research and scholarship; or a single problem or new perspective of immediate interest.
3. Establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature and the organization of the review (sequence); and, when necessary, state why certain literature is or is not included (scope).
- 4.

The main purpose of the INTRODUCTION is to give a description of the problem that will be addressed. In this section the researcher might discuss the nature of the research, the purpose of the research, the significance of the research problem, and the research question(s) to be addressed.

Three essential parts of a good introduction are:

- RATIONALE
- PURPOSE
- RESEARCH QUESTION(S)

### **RATIONALE**

Somewhere in the introduction you need to inform the reader of the rationale of your research. This is a brief explanation of why your research topic is worthy of study and may make a significant contribution to the body of already existing research.

### **PURPOSE**

The statement of purpose is not simply a statement of why the research is being done. (That is what the rationale section is for.) Rather, "purpose" refers to the goal or objective of your research. The purpose statement should answer questions...

"What are the objectives of my research?" and

"What do I expect to discover or learn from this research?".

### **RESEARCH QUESTION**

The introduction usually ends with a research question or questions. This question should be...

- Related to your research purpose
- Focused
- Clear

## **Writing the body**

In the body, you should:

1. Group research studies and other types of literature (reviews, theoretical articles, case studies, etc.) according to common denominators such, as qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc.
2. Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance.
3. Provide the reader with strong "umbrella" sentences at beginnings of paragraphs, "signposts" throughout, and brief "so what" summary sentences at intermediate points in the review to aid in understanding comparisons and analyses.

The DESIGN & METHOD section of the report is where you explain to your reader how you went about carrying out your research. You should describe the subjects, the instruments used, the conditions under which the tests were given, how the tests were scored, how the results were analyzed, etc.

Remember that this section needs to be very explicit. A good rule of thumb is to provide enough detail so that others could replicate all the important points of your research. Failure to provide adequate detail may raise doubts in your readers' minds about your procedures and findings.

Make sure you are honest and forthright in this section. For example, if you had some problems with validity, acknowledge the weaknesses in your study so that others can take them into account when they interpret it (and avoid them if they try to replicate it).

### **Writing the conclusion**

In the conclusion, you should:

1. Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.
2. Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.
3. Conclude by providing some insight into the relationship between the central topic of the literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

In the RESULTS of your report you make sense of what you have found. Here you not only present your findings but also talk about the possible reasons for those findings. Also, if your research approach was deductive, then here is where you accept or reject your hypothesis (based on your findings). In addition, in this section you should use your knowledge of the subject in order to make intelligent comments about your results.

#### **• BE CAREFUL!**

Sometimes researchers use this section as a soapbox and talk about things that don't have anything to do with the research that they did. Don't fall into this trap. Make sure your comments are related to (and based on) your research. Do not go beyond your data. Also, as you report and interpret your findings, do not exaggerate or sensationalize them. Nor should you minimize them. A straightforward matter-of-fact style is probably best.

In the CONCLUSION to your report, you do a number of important things:

1. Summarize the main points you made in your introduction and review of the literature
2. Review (very briefly) the research methods and/or design you employed.
3. Repeat (in abbreviated form) your findings.
4. Discuss the broader implications of those findings.
5. Mention the limitations of your research (due to its scope or its weaknesses)
6. Offer suggestions for future research related to yours. .

### **ABSTRACT**

Some research reports end (or begin) with, an abstract. An abstract is a highly abbreviated (usually 100-200 words) synopsis of your research. It should describe your rationale and objectives, as well as your methods and findings.

Because of its limited length, an abstract cannot go into detail on any of these topics. Nor can it report on the limitations of your research or offer suggestions for future research. For those, readers will have to read the entire report. But, after reading your abstract, people unfamiliar with your research should know what it is about and whether they want to read the entire report



## CLICHES AND PHRASES ORAL PRESENTATIONS

### INTRODUCTION

Greeting your audience, introducing yourself and giving the topic of your presentation

Good morning. My name 's.....and I'm going to talk about...

Good morning everybody. Thank you for coming to my talk today. My name is and I'm from

Hello. I'm .....and welcome to my presentation about ...

Hello. My name's .....and today I'm going to be talking about...

I'd like to start by introducing myself. My name's ... and the topic for my presentation today is

The theme of my talk is ... My presentation this morning concerns ... This afternoon I would like to talk to you about... I shall be looking at the following areas:. What I'd like to do is to discuss ... I intend to discuss ...

I hope to consider the main issues around...

This morning I am going to talk about an issue which concerns everyone ... This presentation focuses on the issue of.

### Justifying the topic of your presentation

There are many concerns regarding ...

... has been the subject of much debate recently and this is the topic of my presentation.

Recent research has shown that...

Did you know.....? This is the reason for my talk today.

... and this is the theme for my presentation today.

... so the purpose of my presentation today is to inform/discuss/present/analyse ... ... is a growing problem in the world. For this reason I intend to focus on the issue of...

### Giving the outline of your presentation

Firstly, I'm going to look at... Secondly, I'll move on to the issue of... Then I'll move on to examine ... Lastly/Finally, I'll look at /focus on ...

I have divided my talk into the following main areas:...

I am going to divide my presentation into two main parts. First I'm going to describe . and then I'll move on to look at .

And in this part of my presentation I'll be showing you some data/charts/tables ... I'll also try to explain my findings ...

In the third part of my presentation I'll put forward some ideas about .

I'll also be offering some recommendations on how we can solve/address/tackle the issues of . ... then I'm going to suggest some possible measures to solve these difficulties. We'll finish off with a question and answer session.

My talk will last about .....minutes and there'll be time at the end for questions.

At the end of my talk, which will last about ten minutes, I'll be happy to answer any questions you may have.

If you have any questions please do not hesitate to ask. Please just put your hand up if you would like to ask a question.

I'd like the presentation to be as interactive as possible, so please chip in as we go along.

I've got quite a lot to get through, so I'd appreciate it if you kept your questions until the end of the presentation.

I'm happy to let you have any of the slides or information in my presentation if you would like. If you leave your contact details I'll be happy to send you any of the information here.

### MAIN PARTS

#### Introducing your first main point

Now, I'm going to start by ... Now I'd like to focus on . First we're going to look at . Let's start with .

The first problem I'd like to focus on is that of .

Turning then to my first point, ...

To begin with I'd like to say a few things about...

I'd like to begin by ...

OK, so let's start by looking at....

I'd like to take a minute or two to define what exactly we mean by... I'd like to mention three points here, ...

### **Referring to research**

Researchers have identified three key issues here, they are . Researchers have shown quite conclusively that ...

A number of recent studies, notably the ones by ... and ..., have shown that... A number of studies have shown that... A study by ... shows that... Research suggests/indicates that . According to .

Figures from . show/suggest/indicate that ... A very interesting study by ... shows that...

The study by ... is on your reading list and I encourage you to take a look at it. Basically, what he found was that .

One of the most interesting studies carried out in this area by ... showed that ...

### **Referring to visual data**

If you look at this table you can see that... The data here shows that... Please take a handout and pass them on. There are some handouts coming round on .

### **Presenting a point of view**

Those in favour of . argue that . Advocates of . claim that ... Some people claim that . but others . Most people/scientists would argue that ... I think it's fair to say that ...

Personally, I think there is overwhelming evidence that... Evidence does seem to show that ...

### **Analysing an argument**

Let's take a closer look at the argument put forward by ... His main contention is that... but he fails to consider ...

Even if we accept the point that... that still leaves the question of... The argument put forward by ... doesn't explain ... The weakness in this argument is that... This point of view is very appealing because ...

### **Emphasizing important points**

It must be remembered that .

It should be emphasised that...

I would like to draw your attention to this point .

Losing your way

Now, where was I? Oh yes, ...

If you'll bear with me for a moment while I just glance at my notes, right, ... Erm, I'll just need a minute to sort out the technology and I'll be with you ...

Moving to another main point

OK, so now I'd like to turn to my next point, which is ...

Moving on, I'd like to take a look at . . .  
Now I'd like to move on to ...  
Now let's turn to the issue of...  
I'll come back to that issue later...  
I want to turn now to ...  
Turning now to ...  
Moving on now to ...  
Having looked at . let's now think about...  
My next point is in regards to .  
That brings me to .  
My final point is in regard to...  
Making recommendations  
Now I'd like to look at some of the measures that can be taken to alleviate the problems of . In order to solve these problems, the following action should be considered:... Firstly, the government should .  
The most important thing that should be done to combat the problem of... is... Other possible solutions would be to ...

## **CONCLUSION**

### **Making conclusions and summarising your main points**

To conclude my presentation, ... In conclusion, ...  
To summarise the main points of my presentation .  
In view of the evidence I have presented I think it is fair to say that ...  
After all is said and done I think we can conclude that...  
This is clearly a very complex issue but on the strength of the evidence I have seen I would say that /it seems that .

### **Finishing your presentation**

OK we 're coming to the end of the presentation so I'd just like to thank you for listening... OK.  
That bring us to the end of my presentation. Thank you for listening. I hope you found it interesting.

## **QUESTIONS**

### **Asking for questions**

Would anyone like to ask any questions? I'm ready to take any questions now. If anyone has questions I'll be happy to answer them.

### **Answering questions**

Thanks for your question ...  
Good question. I think...  
That's an interesting question! As I see it...  
Yes, that's an interesting point...  
Dealing with difficult questions  
Hmm, that's a good question. I don't have the information to answer that question right now, but I'd be happy to find out and get back to you later.  
I don't think we have enough time to go into that right now, but I'll be happy to speak to you one-to-one after the presentation if you would like.  
That's an interesting point, but I do think I have shown that...

### **Asking questions to the presenter**

Excuse me. Can you say a bit more about... Can you repeat your point about ... Excuse me. I have a question about...  
I didn't catch what you said about.... Can you repeat it please?

Are you saying that ... ?  
Can you suggest some reading on that topic?

## 9

### PRESENTATION SIGNPOST EXPRESSIONS

#### Starting

*Good morning/afternoon/evening (everyone, ladies and gentlemen, colleagues)*

*Thank you very much for inviting me to speak here today.*

*I am honored to have the opportunity to share our research with you here today.*

*I am happy to have this chance to speak to you (all) today about...*

#### Introducing topic

*Today I'm going to talk about...*

*As you can see, I'm here today to talk to you about...*

#### Explaining structure

*(Especially important if the structure of your talk is a little different from normal, or you have a very long presentation with many parts).*

*I've divided my presentation into two/three/four/several parts.*

*First, I'll explain XXX and then I'll move onto talk about...*

#### Showing respect for listener's knowledge

*As you may know,*

*As you can see,*

*As you may be aware,*

*I know many of you are familiar with...*

*Many of you may have performed...*

*I am sure, you are all familiar with X's work on*

#### Moving from section to section

*So let me start by... explaining the background So I'll start with... Right, so first...*

*Well moving onto... Next I'll talk about...*

*Right, was that clear? So I'll move onto...*

*Well, what does this all mean? So what is the significance of this?*

*Let's take a moment to look at a few other reports...*

*So what have other people said about this? OK, so what's next...*

*Right, I'll introduce/share our materials and methods.*

*So finally,*

*That brings us to my last point.*

#### Looking at visuals

*Now let's look at...*

*May I focus your attention on the table / chart/ figure*

*You'll notice that...*

*OK so you can see a summary of our results here...*

*Pls focus on the second row / the post operative findings in patient 2*

#### Underlining points:

*Please remember that...*

*It's important to remember that...*

*This is important/significant because...*

*You're probably thinking that... and you're right*

*/ but this would be a mistake...*

*Please notice that...*

*Note this point:*

#### Referring backwards and forwards

*You'll remember I said... Just to repeat what I said earlier, As I mentioned earlier... Do you remember I said... ?*

*I'll talk more about this later.*

*Don't worry if this isn't so clear now, I'll explain the details later...*

*More on this later on.*

*The details will come later.*

*Can I come back to this point?*

### **Referring to study weaknesses**

*You may be able to see the weaknesses in our study.*

*Of course our study cannot conclusively say that...*

*We need to look at X in more detail and a further study with Y might confirm our findings.*

### **Summarizing**

*OK, so in summary...*

*So where does this leave us? Well we need to:*

*We can agree that... Our main point is that:*

*We have raised the following questions: Our study has proved that: We believe our study presents conclusive proof that...*

*We believe our study raises many questions about...*

*We believe our study may be the first step in...*

### **Finishing up:**

*I hope my rather rapid explanation was clear. Thank you very much for your attention. Thank you for listening. Well that's all from me today. It's been a great pleasure to share this with you today. Thank you very much.*

### **Starting question-time**

*I'll be happy to answer questions... If you have any questions, I'll be happy to answer them.*

*Does anyone have any questions? OK, so question time! Anyone...?*

*Unfortunately we seem to have run out of time. If anyone has any questions, I'll be happy to try to answer them privately.../ you can see my email address here...*

### **Responding to tricky questions**

*Thank you... it's a good question and one we are trying to address in our follow up studies.*

*Ah yes. That occurred to us too. We tried to account for it by...*

*I'm afraid I have no idea! Perhaps we can look at that in more detail in a follow up study. Do you have any suggestions?*

*Let me check I understand you clearly. Do you mean... ?*

*So do you mean... ? So are you saying... ?*

*Could you repeat that? I didn't quite catch that... I'm not sure I'm following you...*

*I'm afraid my English is failing me.*

*Ah... I'm afraid I don't have that information with me now. If I can get your email address after this session, I'll mail it to you.*